the SHAKERITE
SHAKER HEIGHTS HIGH SCHOOL
15911 ALDERSYDE DR.
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FEBRUARY 8, 1990

As 52 out of every 1,000 teenage girls are pregnant in the U.S., according to Gary E. McMeon's "Children Having Children: Global Perspectives on Teenage Pregnancy," sexual activity clearly surrounds the lives of teens. See how sex affects the lives of Shaker students on pages 10 and 11.

Achievement committee proposes to equate level two GPA weighting with level three

BY LESLY BLANTON
Staff Reporter

Beginning next week, the high school faculty will discuss whether level two courses should be weighted equally with level three in students' GPA. If this new system is adopted, course titles would change to replace the level two designation.

The achievement committee developed the proposal because the committee's general consensus was that level two students deserve the same credit as level three, according to Push-Excel Communications Liaison Mary Lynn McGovern.

"I think that a student who has received an 'A' in a level two class worked as hard or even harder than a level three or four student," English teacher Carol VanValkenburg said.

Some teachers added that if a student's skill level is not sufficient for a level three class he should still earn full grade credit and not be punished for weaker academic skills. Also, supporters said that the equal grade weighting will help level two seem more credible.

During the month of February, teachers and staff members will have three occasions to discuss and finally vote on the proposal.

A study of last year's senior class by English department head Bill Newby showed that if level two's weighting changed, eight percent of overall student class ranks would change deciles, which are percentage groupings of students (see graph). Of those 18 level three students who dropped in class standing, guidance counselors identified four whose chances for college admissions could have been hurt by being in a lower decile.

Guidance counselor Eileen Blattner is cautious about changing the weighting of level two.

"You have to make sure that level three students are not hurt in the process," Blattner said. "We must make sure that we take care that the middle student is protected while we help the under-achievers."

According to Newby, gaining level three credit for level two does not solve under-achievement.

"Student achievement is affected both positively and negatively by grade leveling. I expect student achievement is minimally affected by grade weighting," Newby said. "I think that student achievement is much more powerfully affected by the interplay between individual teachers and groups of students. It's also powerfully affected by fellow students, home attitudes, cultural messages and all kinds of things. To think that grade weighting is a major part of the formula is to miss the mark."

McGovern disagreed on the grounds that students should not be punished for work done in a lower level class. She also said that because students in level two who receive C's are awarded a 1.5 instead of a 2.0 in the GPA, there is a larger number of students below a 2.0 than is necessary.

Changing the GPA value of level two could be beneficial as some students may shy away from a class where they would receive less credit for their work according to guidance department head Jeff Lewis. He added that ninth grade students are often concerned with the level two rating and their parents often do not want their children in a class less than college preparatory. Some parents interviewed said that they would be more willing to put their child in level two types of classes if the grade weighting was equal to level three Other parents said level two students do not merit level three credit.

"Students are in level two because of a lack of motivation," parent Charles Underwood said.

Students are split on the idea of the higher grade weighting for level two. Some level three students said that because they are doing more intense work than the level two students, the level of difficulty should be reflected in the GPA.

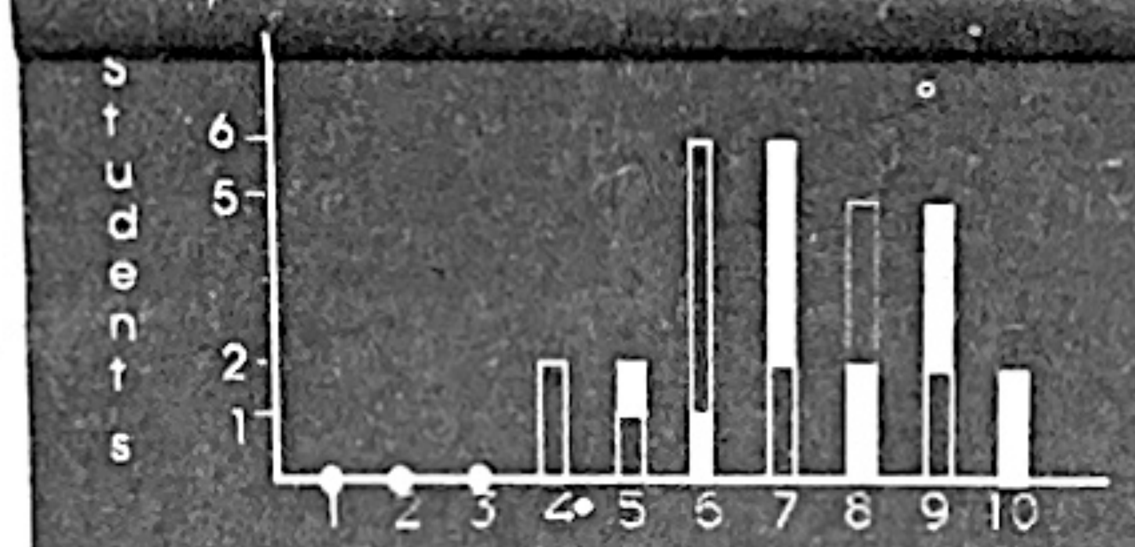
"If you did change [level two grade weighting], then you should make all the classes harder. Or [the school] shouldn't include level two in class rank," said junior Brandt Butze.

Other students said that level two deserves the equal grade weighting because it might improve student motivation.

"I think [level two students] should gain level three credit. Sometimes it's not the person's fault they're in level two. It will make students want to get better grades," sophomore Lovey Williams said.

–CONTRIBUTING REPORTERS SARAH DAVIS AND DEBRA MAYERS

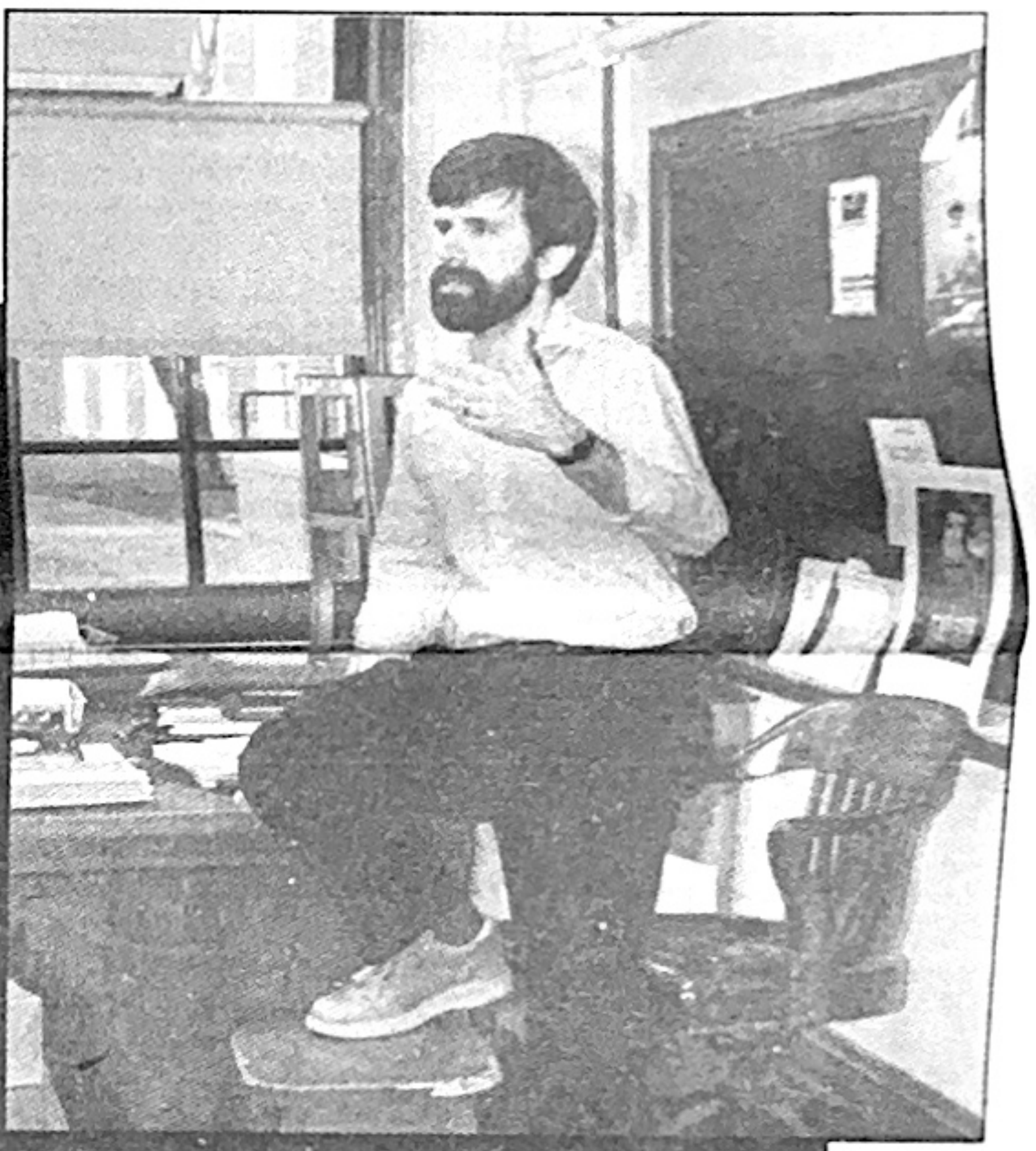
Struggle for Success



Break up of class of '89's GPAs into deciles (1 is the highest)

- █ Number of students projected to move up a decile if GPA proposal were to be implemented.
- ☐ Number of students projected to move down a decile if proposal were to be implemented.

The data was compiled by Dr. Bill Newby.



BOLSTERING ATTITUDES. Math teacher Allan Slawson raps with students about ways they can improve their academic performance. See page 3 for more details about achievement programs at the high school.
Photo by Miles Molyneaux.

Land of the Mallrats 9 / Running from home 14 / Wrestlers' losses 16

State introduces new enrollment guidelines

BY MARSHALL LEVIN
Staff Reporter

> *Most people are attracted to Shaker because of the schools. I don't see a lot of students leaving Shaker for other districts unless they have some incredible magnet."*
>
> –JUDY STENTA

Stated in the Ohio Revised Code, all Ohio public school boards must adopt policies regarding open enrollment. The law introduces new rules on enrollment both within the district and with adjacent districts.

The law states that by July 1, 1993, all Ohio school districts must allow students to transfer to another school within the district; the board may not take into account academic ability or extracurricular skills.

In recent years Shaker has strived to achieve balanced integration through the elementary school reorganization program, school board member Judy Stenta said. She said that the law will not significantly change the racial balance in the schools.

"Even when we had the magnet schools there was not a large percentage of students who attended schools [other than in their own neighborhood]," Stenta said. I don't imagine a great many people will want to transfer now that we don't have the magnets."

The law also requires decisions to be made about student enrollment in other districts. According to the law, by 1993 all school boards must also adopt a policy stating that they will either entirely prohibit inter-district enrollment or allow it with all adjacent districts free of tuition. Before that time, any two adjacent districts could form a policy allowing open enrollment between each other, according to the law.

Stenta said that it would be difficult to predict possible implications in Shaker because there are still many details such as transportation between districts to be worked out which may affect the decision. More definite plans will be made by March or April, Stenta said.

"Most people are attracted to Shaker because of the schools," Stenta said. "I don't see a lot of students leaving Shaker for other districts unless they have some incredible magnet. I can imagine many students from other districts might be attracted to Shaker's programs. In that case space will be an issue in the decision."

Financial problems would also exist if an open inter-district enrollment policy were adopted, according to school district treasurer Daniel Wilson.

The state provides Shaker with approximately $2,000 for each student. Other districts in the area receive from $2,500 to $3,000 per student. Shaker spends about $7,500 on each student; the other $5,500 comes from local taxes. If students from other districts were to transfer to Shaker, the money their district would normally receive for them is given to Shaker, but the district is still left to supply the remainder. If a significant number of students were to transfer, we might be forced to cut funds elsewhere, Wilson said.

Some students agree that inter-district enrollment might cause financial problems.

"If a student from another district came to Shaker he gets a free ride because he only has to pay taxes for his city. So Shaker ends up paying more to educate him," said sophomore Michelle Stevens. "Other students might come to Shaker, but I don't think the enrollment would be a good idea because Shaker students would not benefit."

Other students are also concerned about the possibility of overcrowding which might result from adopting an open enrollment policy.

"It'll never work because good schools will get overcrowded and there would be an imbalance," said sophomore James Luce. "I also think the schools would get more segregated."

Senior Elliot Frank agrees with the policy of entirely open enrollment.

"I think anyone should be able to go to any school they want. If the system were privatized, students could pay tuition to the school of their choice and not have to pay a local school tax," Frank said.

New law targets teen dropouts

BY DAN RATNER
Staff Reporter

Governor Richard Celeste signed a bill recently to pressure teenagers to stay in school or risk losing their driver's licenses.

The new law is designed to target the 300,000 yearly dropouts in Ohio.

According to the law, all students 16 or 17 years old will automatically have their licenses confiscated if they are found drinking alcohol, taking drugs or are chronically absent from school. No trial would be provided for the student, but the suspended license would be returned when the student reaches 18.

"Stay away from drugs, stay away from alcohol and stay in school" is the message that the law should send to students, State Representative Michael A. Fox said.

Selective bands woo Shaker musicians

THE BRIEFS

Several high school band members have recently earned positions in four highly selective bands.

Juniors Chris Anderson on trombone and Mark Freiman on trumpet along with senior flutist Marisa Dolinsky were selected to the Kent All-Star Band. They were chosen from 230 applicants from 90 high schools throughout Ohio and Pennsylavania.

Junior Andrea Conrad, principal clarinetist in the Shaker band, was selected to the Bowling Green State University All-State Band.

Senior trombonist Alex Shubert is a member of the Ohio Jazz Orchestra for Youth and performed in its recent Big Band Concert.

Thirteen Shaker musicians were selected to perform in the 1989-90 Cleveland Youth Wind Symphony.

The Raider Marching Band will travel to Goslar, West Germany during the spring break to share their love of music with their German contemporaries.

CHOLESTEROL COUNT

The Shaker Heights Health Department will be offering cholesterol screening for senior high and middle school students on Feb. 24.

The screenings will be held from 10 a.m. to 3 p.m. and will cost students $2. Students under 18 must be accompanied by a parent or guardian.

Flyers will be posted in the high school for more information.

MLK AWARD WINNERS

The Fifth Annual Martin Luther King Performing Arts Competition, organized by foreign language teacher Edna Duffy, was held Jan. 6 and 7.

First place awards went to junior Randy Stokes in Oratory, senior Seth Connally in Music and senior Sean Levert in Dancing.

Levert was also the Grand Prize winner, and sophomore Monique Pickens won an award for having the most sponsors.

FRESHMEN PLAY

The ninth grade production "Scapino," directed by Mark Lynch, will be presented Feb. 22 - 24.

"Scapino is a fast moving comedy with a lot of little tricks and stunts played on the audience," freshman cast member Andy Federer said.

Fatal auto accident claims Shaker student

IN MEMORY:
BRIAN M. HUTTON
(1972 - 1990)

Brian Hutton, who was a junior at Shaker, was killed Jan. 5 in an automobile accident.

Hutton was stopped at a traffic light on Chagrin Blvd. when the automobile he was driving was struck from behind.

The passenger in Hutton's automobile and the woman in the second automobile suffered minor injuries.

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Varied programs provide options

Various programs at the high school work to improve student achievement. Students are placed in some programs, while others must choose to be involved in the activities. Below is a sampling of offerings.

Mentoring: Started last year by Push-Excel Communications Liaison Mary Lynn McGovern in conjunction with the achievement committee, this program increases student-teacher interaction. Faculty members serve as mentors for single or larger groups of students, monitoring grades and teaching study skills.

Last year, 34 teachers volunteered to mentor students, and this year 20 signed up. Some students are recommended to the program by McGovern and mentors.

"Most of the students are just average kids," health teacher and mentor Hubert McIntyre said. "With a little motivation [they] can earn A's and B's."

Humanities classes: An alternative to taking a strictly level two class, the humanities curriculum employs team-teaching and motivational techniques to meet the individual needs of underachieving students, according to humanities chair Michael Nash.

Two sets of humanities courses are available: English with social studies and reading or the recently introduced math with science and technology. The curriculum is the same as that of level three, but small class sizes and careful monitoring of student progress allows individual attention, McGovern said.

"We're successful from the standpoint that at the very bottom we're keeping kids in school and getting kids more involved," Nash said. "One of our major goals is to move kids to higher levels."

Push-Excel: *Designed to assist students with a 2.0 average or below upon entering high school, Push-Excel counselors declined to say how many students they see on a regular basis.*

Two counselors, McGovern and Push-Excel Coordinator Henry Woodard, monitor the students, teaching organization and study skills. Some students receive tutoring in English and Algebra until their grades improve.

Students are taught the principles of active reading and note-taking. Occasionally, Push-Excel accepts a student with a 2.3 considered in danger of losing interest in school, according to Woodard.

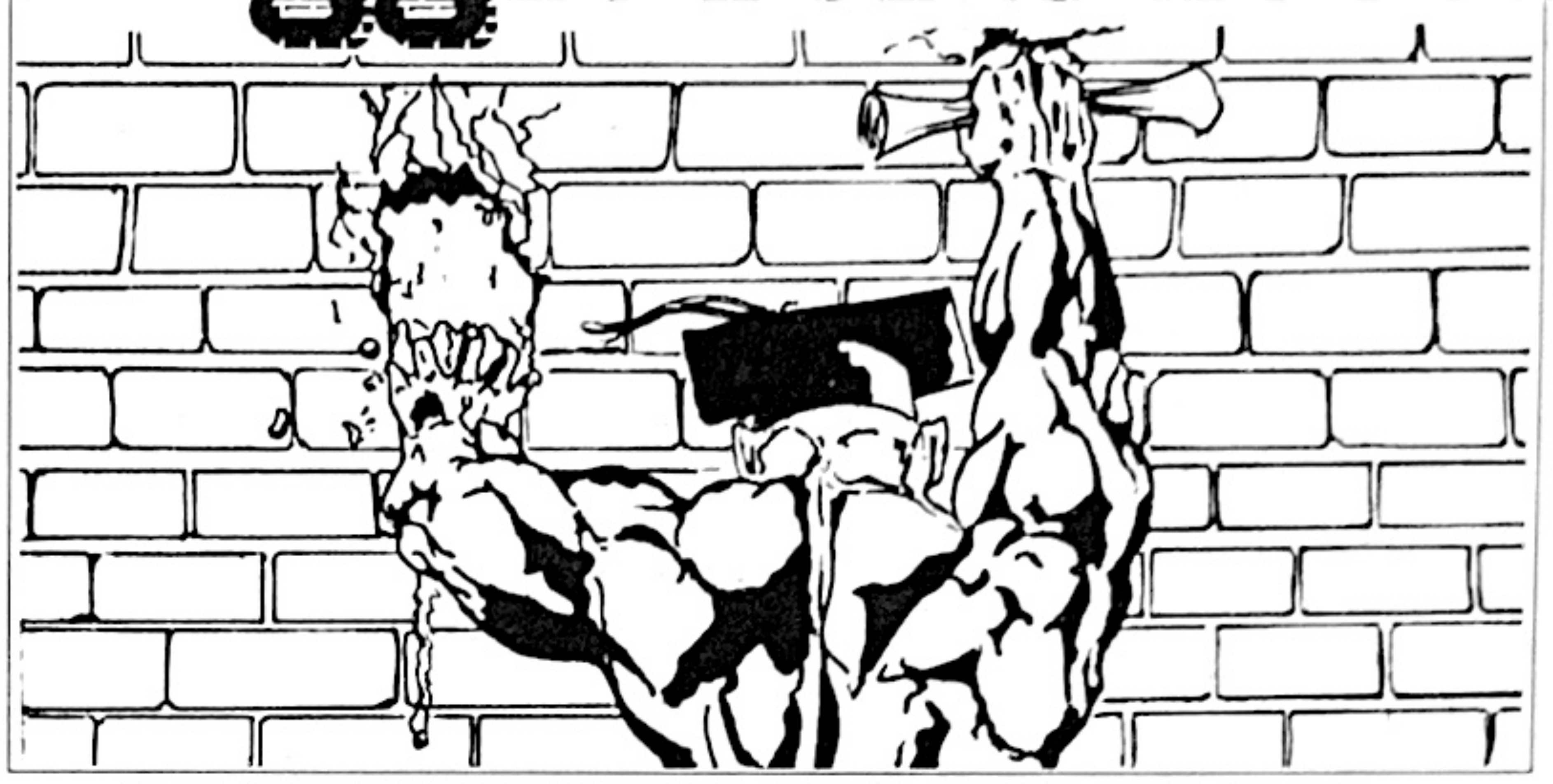
Tutoring Center: In its 12th year, the tutoring center is used by 45 percent of the student body, said science teacher Robert Sylak, who has organized the center since its founding.

"That percentage grows every year," Sylak said. "And it reflects that all kinds of students go to the tutoring center. It's a microcosm of the high school."

Open in the library from 4 p.m. to 7 p.m., Mon.— Thurs., the center is used by the most students for help in math and science. Tutors include Shaker teachers, graduate students and substitute teachers. Sylak said that students who use the center improve their grades.

Struggle for Success

SHAKERITE ARTWORK BY HERB ACKERMAN



PAGE COMPILED BY LESLY BLANTON, SARAH DAVIS AND DEBRA MAYERS
Staff Reporter, Co-Editor-in-Chief, Staff Reporter

New programs stress goals

Two programs have been developed this year to help students achieve. The Human Relations/Achievement course teaches students about self-esteem and goal setting, while the Prep Scholars program encourages minority students to take upper level classes.

Both involve a small number of students and strive to encourage positive student attitudes toward learning.

"All student achievement is a function of self-image," said math teacher Allan Slawson, who began the Human Relations/Achievement course. "If you see yourself as bright, you find a way to learn. If you doubt your ability, you tend to give up more easily."

● Motivational techniques, goal setting stressed:

Created to help under-achievers, Human Relations/Achievement is designed to provide asupportive atmosphere for learning, according to Slawson. The class stresses goal setting and motivational techniques. At the end of first semester, students in Slawson's class had raised their cumulative GPA's an average of 21 percent.

"We all respect Mr. Slawson, and we don't want to let him down, or ourselves," junior Brandt Butze said. "He tells us that we're smart, that none of us are dumb; we just don't have study skills and procrastinate a lot."

Students meet first for Algebra II, and then most remain for a second period devoted to human relations and achievement issues. Often class discussions center on the topic of minority achievement. Slawson said that society indirectly sends African-Americans the message that they are inferior, and all people need to be taught that this message is a lie. The subtle messages, according to Slawson, tend to create self-doubt among minorities.

"You always hear how blacks aren't achieving," said senior Maria Benton, a member of the Human Relations/Achievement course. "You can go either way with it— prove them wrong or . . . play along with it and not achieve."

● Minorities encouraged to succeed, try:

Two years ago, science department head David McNamara said that a program was needed to encourage minority students to take upper level classes and to provide them with a supportive peer group. Many other teachers agreed, and the Prep program is one way to meet that need.

Ten sophomores work with Push-Excel coordinator Henry Woodard to maintain a 2.7 average or better and to succeed in difficult classes. Prep Scholars is a national program in conjunction with Florida A&M University, which promises scholarship money to successful participants.

"If it is the right student, he or she will stick with [the program]," Woodard said. "With a lot of kids, we try to improve their organizing skills and listening skills. We try to lessen fears about science and academics by giving students background information."

Each Prep scholar has a mailbox which contains extra assignments which often stress learning techniques. The program stresses preparedness for college, according to Woodard.

Participants of both programs have responded enthusiastically. They stress the direction and individual attention that they receive.

"I don't think that students really realize the importance of grades 'til junior year, and then you have freshman and sophomore year [on your record]," Benton said. "You're out here on your own, and sometimes you need to hear from someone else. You need a guideline and a goal for where they want you to be."

Causes: Faculty, students cite peer pressure, self-image

"John? Are you there John?"

John's head is on the desk, and his thoughts are far from English grammar. The teacher sighs, and turns to the rest of the class, thinking, "Another student failure."

John's situation is common in Shaker where academic achievement is stressed. Many national education specialists have said that peer pressure, teacher-student relations and low self-esteem are the primary causes of low achievement in school.

"I think [under-achievement] deals with peer pressure. A lot of people are put down by their friends when they receive a good grade," sophomore Ameer Rahmeer said. "Then they don't try as hard next time, so they can be like their friends."

Some students believe that peer pressure has little or no effect on them as long as they are achieving in school.

"I think once students have goals and achieve, then negative comments from peers don't have any importance for you," senior Maria Benton said. "If my friends call me a nerd or something, that wouldn't stop me at all."

Student achievement is dependent on the relationships between teachers and students. Some feel that if a student clashes with his teacher, then the student's chances for success are limited.

"For the most part, if you don't get along with the teacher you are not going to put forth the effort in that class," junior Lisa Leyser said.

Others disagree, saying that it is not the relationship as much as the teaching style which affects the student's willingness to learn.

"The teaching styles of different teachers are either good or bad," junior Brant Butze said. "Some teachers yell at you or threaten you, thinking that threatening is a good form of teaching, but it's the worst."

John's teacher sits with a coffee mug in the English office. He turns to his colleague.

"I have this student who just won't learn," he said. "John's a smart kid, but he won't try. I think he's afraid of failing."

Junior Kim Forward said that a fear of failing such as John's is another reason that students do not achieve.

"I think that kids are afraid to fail," Forward said. "It's easier to let yourself fail than to actually try and [then] prove to yourself that you are a failure."

Low self-esteem is cited by many teachers as one of the primary reasons that students choose not to apply themselves. Self-image is shaped at home, at school and by peer groups, and according to English department head Bill Newby, it is unfair to place all of the responsibility for under-achievers at the school's doorstep.

One way that society lowers student's self-esteem is through negative criticism, said health teacher Hubert McIntyre.

"People think that negative criticism will help make students do better, but it just makes them feel bad about themselves," McIntyre said.

As preparation for the "real world," high school achievement has far-reaching effects. According to Newby, in order to improve achievement, we must improve students' self-images.

"The real issue is what we do in the long term over all subject areas to raise a student's self-esteem so that each individual student has a positive perception of him or herself as a worthwhile human being, with the capacity to think effectively and cope with the world," Newby said.

Fisher kicks off Atty. General campaign

BY TANIA MENESSE
Staff Reporter

LEE FISHER
R ATTORNEY NERAL
WCKY
Lee

WORKING THE CROWD. State Senator Lee Fisher has been traveling around the state as part of his campaign for the office of State Attorney General. Since the announcement of his candidacy on Jan. 22, Fisher has been to Toledo and Columbus, and he plans on visiting 18 additional cities in Ohio.

Photo courtesy Lee Fisher Campaign Headquarters

State Senator Lee Fisher of Shaker Heights announced his candidacy for the office of Ohio Attorney General on Jan. 22.

While Fisher, a '69 Shaker graduate, is at press time the sole democratic candidate for the May 8 primary, his competition is expected to be State Senator Robert Burch and Jim Philimena, the Youngstown prosecutor.

"Anybody who runs against me is a challenge," Fisher said. "I take everyone seriously."

Though Fisher's formal campaign officially began last month, he said that he has been campaigning for the past three years to become better known to Ohio residents.

If elected to the office of Attorney General, Fisher would act as the lawyer for the state of Ohio, handling all legal matters of the state.

"[As Attorney General], I would be the lawyer for the state of Ohio — for the Governor and every department," Fisher said.

Fisher, who earned his law degree from Case Western Reserve University, said that he would argue some cases in the courtroom himself, despite a prospective staff of about 1,000 people.

"It will be my job to delegate responsibility, but I will definitely argue some cases in the courtroom," Fisher said.

Fisher has been described as "the most liberal member of the Senate" by State Senator Paul E. Pfeifer, a Republican candidate for Attorney General.

Fisher said that he considers himself an activist and a mainstream Democrat.

"I am conservative on law-and-order issues, but sensitive and compassionate to the less fortunate and disabled," Fisher explained. "I feel that this defies all labels. I get things done."

One of Fisher's more controversial stances is his support of *the death penalty*.

"I made this decision in the early 1980s when I was working closely with families of murdered children," Fisher said.

During this period, Fisher wrote the Ohio Crime Victim Assistance Act (ANCE) and the Ohio Missing Children Law.

"I do not think there is a classic Democratic or Republican view on the death penalty. To care about a child being murdered or about someone being savagely attacked means you need to show compassion and outrage," Fisher said. "Some crimes are so outrageous and overwhelming that I believe the death penalty is warranted."

Fisher also said that he would be willing to expand the death penalty to drug-related murders.

The investigation of corruption among state officials would be another priority, Fisher said. Presently, he is attempting to pass a bill giving this authority to the Attorney General's office. Criminal action can currently be taken only by local prosecutors.

"The bill would give the power and the authority to the Attorney General to investigate the statewide level of corruption," Fisher said. "Because the Attorney General's office has a bigger staff [than the local prosecutors], many times it can do a better job."

Social Studies teacher Jerry Graham has been following Fisher's campaign and predicts that its cost could run into the millions of dollars if he wins the May 8 primary.

Fisher considers the enormous costs to be unfortunate but necessary.

"I think it is tragic that statewide political campaigns are so expensive, but the only way to become known is through the media. After all, 70 percent of our budget goes to TV and radio," Fisher said. "The money comes through fundraising events and support contributions ranging anywhere from five dollars to $500, but most contributions are small."

If Fisher is elected Attorney General, he said that his family will most likely remain in Shaker while he would return from his Columbus office only on weekends.

"I think the most difficult part of political life is being away from wife and son, but they are always very understanding and supportive," Fisher said.

Concerning speculation that his run for Attorney General is merely a step towards a bid for Governor or for a position in the U.S. Senate, Fisher said that he is thinking only about the present.

"My only goal at this moment is to be elected Attorney General, and then if I do a good job, to be elected again," Fisher said. "I want to stay in this position eight years, and then hopefully I will go on."

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Individualized programs key to achievement

THE RITE IDEA

Currently, teachers and administrators are meeting to create more committees to discuss the problems of low achievement and the lack of school pride. The Shaker community needs action from these committees, not lengthy discussions which produce few tangible results. Academic under-achievement has plagued the high school long enough, and it is time that the entire community work together to solve the problem.

The achievement committee, composed of staff members, has met for over five years to discuss issues involving student academic progress. Initially, the committee's goal was to develop strategies that would reduce the number of minority students achieving below potential, according to Push-Excel Communications Liaison Mary Lynn McGovern.

Only in the past year has the committee begun to address issues which affect achievement directly. The committee's previous accomplishments included the schedule change, enacted so that students would be more inclined to meet with teachers after school. Also, the committee recommended that five tardies equal a detention, and supported math teacher Ovella McIntyre's Neighborhood system, in which teachers stand in the hall in between classes. These policies get students into class, but they do not improve student attitudes toward learning.

A recently suggested change involves the weighting of level two grades, which would raise the grade point average of some students, but would not directly affect their attitude toward, and capacity for learning.

Four new programs stress positive individual contact between the staff members and the students. Last year, the mentoring program grew out of achievement committee discussions. Independent of this committee, this September math teacher Allan Slawson introduced a Human Relations/Achievement class and Push-Excel Coordinator Henry Woodard started the Prep Program. (See page 3 for a full description of these innovative programs.) Health teacher Hubert McIntyre's REKAHS program, which has students monitoring the halls, works to increase the self-esteem of its members and encourages them to take leadership positions in the high school. The faculty in charge of these programs place a high value on learning and successfully motivate students.

These individualized programs involve only a small portion of the student body, while the proposed change in level two grade weighting would impersonally affect many. After a year of deliberation, the committee has finally proposed the change in GPA value, and it is uncertain whether or not the faculty will approve it. Individualized attention is what makes the difference in achievement, and that is what the high school should stress.

With the proposed change for grade weighting, a student will not necessarily be motivated to work harder, simply because he will now receive more credit for lower grades. The student will still be in a course whose title reflects that it is "less than" level three which will undoubtedly lower his self-esteem.

Many students interviewed for this issue's articles on academic achievement said that they wished for more guidance during high school. When many students first enter the high school, they feel lost and often do not find the support needed to succeed in academics.

Entering students need to understand what they want to accomplish during their four years of secondary school. They need guidance in how to achieve these goals. They need positive working relationships with their teachers and counselors to help define their goals and to realize their expectations.

Of course, the achievement committee and similar committees soon to be introduced, do not have jurisdiction over the entire district and correction at the high school level is only part of the solution. Yet the high school can do its part, trying to provide the most positive learning environment possible.

The most basic improvements should be the following:

—All teachers should mentor at least one student and learn, through faculty seminars, the value and importance of positive encouragement.

—More classes like Slawson's should be developed, creating peer groups that advocate learning and provided individual attention for all students. No student should feel that he is just a number.

—Parents should be directly involved in the high school. The parent group which formed to confront this fall's outburst of fighting was a prime example. The parent group successfully confronted students in the halls and stopped the fighting, which ended, for a time, the surface tensions which result from a lack of academic purpose in school. Parents should not be involved just in times of crisis, but they should interact with the school throughout the learning process.

Learning problems should be addressed before high school

BY JEREMY PARIS
Staff Reporter

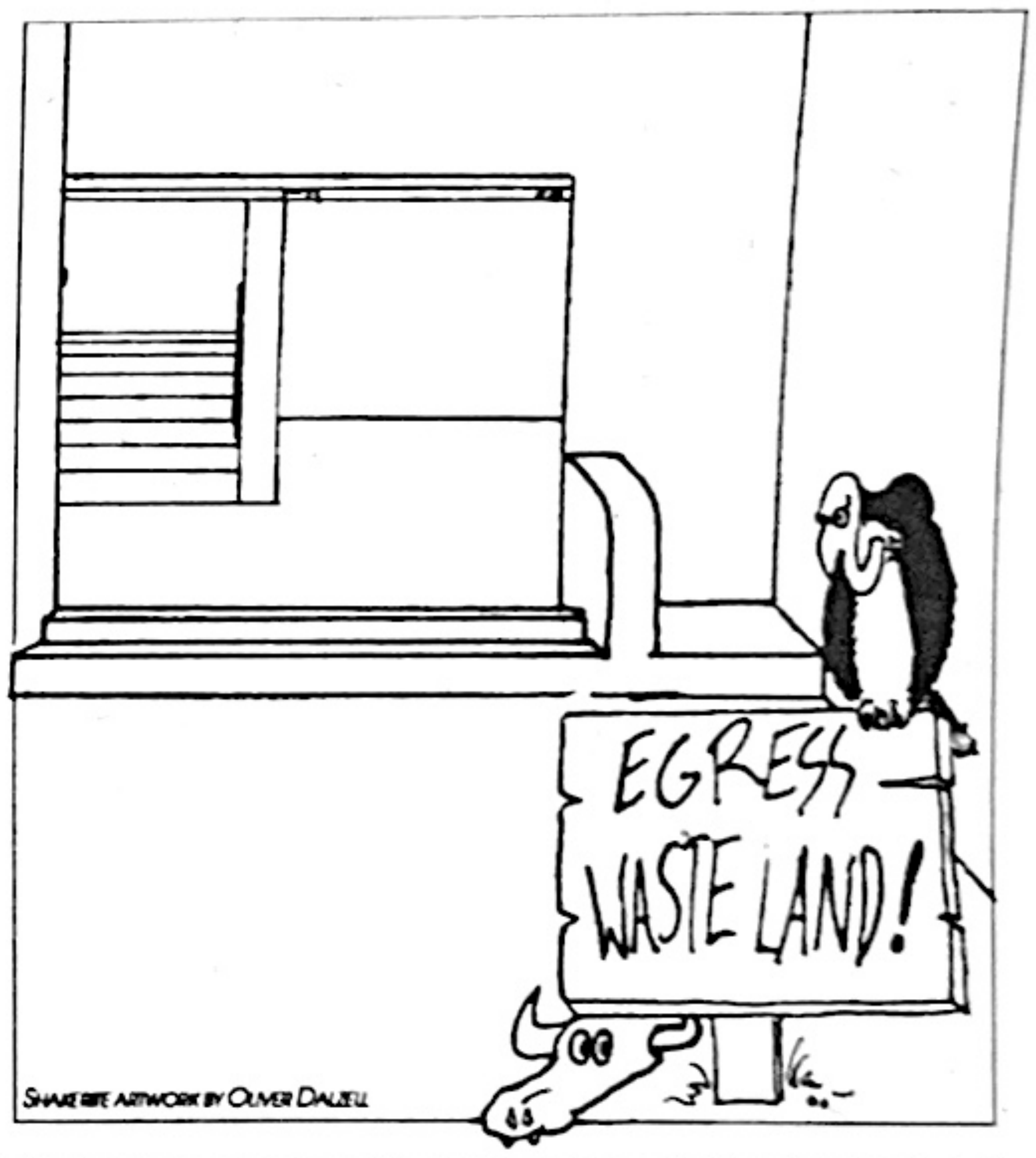
Students who enter the high school lacking basic skills are at a great disadvantage because they have trouble performing at grade school level. Language and math skills that should have been taught much earlier in the schooling of these students are being taught in high school. It is not a fault of these students that they are behind; it is a fault of the system of education for not finding the problems earlier and attempting to help the students with them.

Early in schooling, a teacher may see that a student is having problems understanding basic material or performing basic skills. Instead of holding that student back to work on the problem, the teacher will send him to the next grade thinking that the student will learn it then. By the time it is found that the student has a real problem, the material has moved past the point where the basic skills are being taught and reinforced.

There have been many programs at Shaker, such as remedial classes, designed to help the students who are struggling with high school level material. Although these types of programs are needed, the focus should be shifted to finding the problems earlier in schooling and working to prevent them.

Shaker needs to design programs in elementary school whose purpose is to see that no students leave these levels without the skills that they will need for further education. The elementary school teacher plays the most important role in identifying and addressing problems early on. However, parents should also be drawn into the school community at this point to foster positive investment in their children's academic career.

This will greatly benefit students because it will supply them with the tools to succeed rather than discouraging them by making them feel like failures at the high school level. Such an approach is crucial to improving achievement overall.



Shakerite artwork by Oliver Dalzell

This issue, a public forum for and about the students of Shaker Heights High School, is the fifth one of the 1989-1990 school year.

All letters to the editor must be signed and typed or printed neatly (maximum 250 words). Advertisement and subscription inquiries and letters to the editor may be delivered to room 224 at the high school or mailed to the Shakerite, 15911 Aldersyde Dr., Shaker Hts., OH 44120. The Shakerite reserves the right to edit or reject letters and advertisements in order to comply with our journalistic guidelines.

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the SHAKERITE
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Death penalty morally acceptable, just and proper law enforcement

BY JON HURWITZ
Business Manager

Capital punishment in the United States is not a barbarous act. The Supreme Court has decided that the death penalty does not constitute cruel or unusual punishment, and every effort has been made for the death penalty to be executed as quickly and painlessly as possible. The government of the United States has a responsibility to its citizens to protect their health and safety and may use anything which is deemed necessary and proper in order to achieve this goal. The implementation of the death penalty in cases of murder is a just act and upholds the government's basic responsibility to the people.

Retribution is one of the most important goals achieved by the use of capital punishment. Retribution is not intended to be a form of revenge for the victim or their family, but a method by which the government states that the crime which has been committed will not be tolerated, and the public needs to be made aware of the repercussions of that crime.

Those that infringe on anothers' right to life should be repaid justly, by use of capital punishment. It is ironic that our government rewards murderers with three meals a day and shelter, while many Americans struggle to provide the same basic necessities for their families.

Opponents of the death penalty argue that the criminals should be incarcerated, not killed. Although the cost to house a prisoner is well over $20,000 a year, some opponents contend that the cost to the taxpayers to jail a prisoner for life would be minimal compared to the cost of executing the criminal after years of trials and appeals. This argument is weak in itself, however, for a life sentence would be appealed to the limits as well. Thus the legal cost is probably not much different for the two punishments, but life sentence requires housing money where the death penalty does not.

Another factor to consider is that of prison overcrowding. In some states, such as California, this problem has reached such epic proportions that often prisoners receive three days credit for each day served.

Additionally, imprisoning one for life may be viewed to be just as immoral as putting him to death. It has been said that without freedoms, man cannot live. From a psychological standpoint, wouldn't revoking a man's freedoms and placing him in a cell in which he knows he will spend the rest of his life be cruel and unusual? The death penalty would spare these criminals this excessive agony.

The death penalty has been carried out since the beginnings of recorded history. The roots of this tradition in human society are deep for a reason. Those that invade the rights of others, have those same rights deprived them. It is part of the mutual understanding we hold as members of a society or social group. We are guaranteed our rights because everyone agrees not to violate others' rights and expects the same treatment in return.

Not respecting the rights of others, breaking the common trust which has evolved, means that others no longer must respect the rights of the violator. This system of mutual trust and respect depends on the threat of not being respected if one does not in turn respect others. The death penalty supplies this threat and ensures a mutual respect. The implementation of capital punishment is intrinsic in maintaining law and order in any modern society and must be preserved at all costs.

Capital punishment:

Many assert that the death penalty is an effective and just means of punishing those convicted of serious felonies. Opponents often argue that criminals do not sacrifice their right to life no matter what the crime. They also cite the possibility for error as a disadvantage.

Capital punishment immoral, unnessary, judicially corrupting

BY DEVIN FRIEDMAN
Staff Reporter

Execution as a means of punishment is wrong. "Thou shalt not kill." Almost every philosophy, every set of values establishes this principle as an absolute. The question remains, however, whether or not government is exempt from this moral dictate in its enforcement of the law. The answer can only be no.

Capital punishment allows a person, like you or me, to play the part of God. Allowing someone to decide the fate of a fellow man is not morally right. The value of a human life cannot be measured, and a man's fate should not be decided by another human.

Murder is admittedly wrong, yet people rationalize institutional murder by the government. Every rationale, however, falls short of exempting the government from morality. Some proponents of capital punishment preach its effectiveness as a deterrent to further crime. This is simply a myth. In Florida, among other places, the homicide rate actually increased after capital punishment was implemented.

Death penalty proponents have also argued cost as an advantage of the the punishment. However, most convicts would not be consigned to death and must still be provided for in prisons. The amount of money that can be saved is insignificant in comparison to the total amount that must be spent on the judicial and law enforcement systems.

Capital punishment is not only morally wrong, but is inherently inexact in its implementation. This form of punishment is ultimately dependent upon a potentially biased and fallible human decision. We are vulnerable to racism, bias, prejudice or simple error, and so are our decisions. Our society isn't up to the challenge. Death as punishment risks irreversible error and lends an arbitrary, dangerously unfair quality to the judicial system. This weakness is independent of any arguments of morals or efficiency.

Capital punishment is morally wrong and ineffective. Even if one considered capital punishment to be practical, human life is not something which should be treated on the basis of whether his life or death is practical. But is it really practical?

Not only is it devoid of morals and judicially corrupt, but it is unnecessary for enforcing law or for saving money.

Can the crime problem really be avoided by altering the severity of our toughest sentences? Can capital punishment in reality save enough money to do substantial good? There is little evidence to support such claims. Any significant progress can come only from changes in enforcement on the streets or drug and other social programs which act as powerful preventative measures against crime.

Is it worth it to introduce possible corruption into our judicial system and to sacrifice morality for a measure which is not significantly effective or money-saving? I think not.

Quotes on capital punishment

JAMES BURRY
History Department

“Most murders are crimes of passion and people commit those crimes without thinking of the consequences, so I don't think [the death penalty] is a deterrent.

SHELON COLLINS
Senior

“If someone takes away the right of life, then their right should be taken away as well."

CHARLES LONGO
History Department

“Studies have shown that in states that have the death penalty, the rate of murder is higher than in other states. Even though it's not a deterrent, I'm still in favor of it. If someone is a killer, then they should pay the price, which is death."

LAYANNA THOMAS
Senior

“I feel it depends on the degree of murder. If it's first degree, they should get the death penalty. If the person had a disturbed childhood, background should be taken into account."

PHOTOS COURTESY OF THE GRISTMILL

Fond memories of junior Brian Hutton

BY SHERI SPITZ
Spotlight Editor

Wednesday, Jan. 9 was a day that I will always remember. That was the day that I, along with 750 others gathered at the Seventh Day Adventist Church on Lee Road to say good-bye to my friend, Brian Murray Hutton.

Brian was killed on Friday, Jan. 5, in a car accident.

I met Brian in the eighth grade through band. I don't remember how we became friends exactly, but what I do remember is his big goofy smile, his special walk and his kindness. His height, which made an impression on everyone he met, was only one of the many traits that made him special.

The number of students at the funeral who sat around me, crying with the loss, showed me how much he was loved. I could tell by the way everyone walked to the coffin to say their good-byes. They lingered a while, looking down at him and lightly touched the blanket covering him. I knew that not one person there would be immune to the loss of Bri. The loving memories that he left are numerous.

"Brian was a tall guy with a heart that was more than twice his size," said junior Matt Liegl.

"Brian knew me better than everybody. He could always read my mind and we didn't even have to speak in words to communicate," said junior Chris Butler.

What stands out most in my mind about Brian was walking up to him in the halls, giving him a hug and not even coming up to his shoulder. The year that I spent close to him was the best one of my life, friendship-wise. He was one of the people who made the year so great.

Brian was someone who was always willing to listen and help me with my problems. He made time for me and all of his friends in his life, no matter what was going on. He loved and was loved by everyone.

"The only way to describe Bri is as a big huge cuddly teddy bear. The ultimate teddy bear," said junior Meganne Mayhugh.

Another one of Brian's irresistible traits was his indirectness. He never did things in the simplest or even the most logical style. It made him seem unique and special, in a good way.

"One Friday when I dropped him off at home, instead of getting out of the door he was sitting by, he jumped over the seat and climbed out of the trunk of my van," said junior Chris Ackerman.

What I and I'm sure most of his friends would like would be to have a chance to say good-bye to our friend. Junior Andrea Conrad expressed a shared feeling.

"I grew up without religion. I never thought much about heaven and hell, but I realize now that I can't afford not to believe Bri's up in heaven looking down at us, and he's seeing all the love and the caring and the friendship; I hope that Brian knows how we feel because, you see, no one ever got to tell him how they felt," Conrad said. "That is the worst part of it all, no one got to say good-bye . . . I never got to say good-bye."

"The Song of Myself"
I benefit from myself, and sing myself.
Put on this earth for a purpose in life.
Succeed from failing.
Having good and bad times.
Know when it's time to learn and
time to play,
Showing love for my friends, myself,
my song.

by Brian Hutton 1972-1990

CHEERS AND JEERS

JEERS—to the circular mirror in the library. You may begin to feel confident as you approach, your image growing large and impressive, only to find that your sense of security was false when you pass by, shrinking down to a puny insignificance. It's a real psychological downer.

***JEERS**—to the Browns' loss. And to the lack of Browns in the Superbowl. And to the Superbowl.*

CHEERS—to the girls swimteam for winning the LEL in their Feb. 2 victory over Heights.

CHEERS—to "The Simpsons." Not only is it the best thing on the Fox network, but it may be the best thing on television.

JEERS—to those who fake snoring noises to demonstrate boredom during film presentations while the rest of us are trying to sleep.

CHEERS—to the boys basketball team for clinching the LEL title in their victory over Lakewood, Feb. 2.

JEERS—to Sebastion Bach of Skid Row for throwing a bottle into his crowd and seriously injuring a 17 year old girl.

JEERS—to the dark side of the force.

CHEERS—to "The Adventures of Baron Muchausen," starring John Neville and directed by Terry Gilliam. There come along a few truly masterful works in human history—"Moby Dick," "Star Wars," and maybe a few others. This movie must be considered among them.

CHEERS—to seniors Ted Christopher and Sadie Dawkins for their accomplishment in the national Arts Recognition and Talent Search competition. Sadie won honorable mention in voice and Ted won first place in both the voice and drama categories, along with a $5,000 prize.

JEERS—to Cheers

CHEERS—to Jeers

Once upon a time, a man named Quayle. . .

PERSPECTIVE

BY AUSTIN RATNER
Opinion Editor

I got tired of being political and boring, so I decided to tell you a little story. It's called, "The Man Who Would Be Vice President and Is."

Since a young boy, Dan Quayle had political aspirations. In sixth grade he ran for principal of his school, but lost because children can't run for that position. His goals had not been thwarted, however. In high school he went on to work hard and prepare himself for a life in the world of ideas and communication. This is an excerpt from one of his first history papers:

"First, God made Abraham Lincoln, who invented freedom. Then Mr. Lincoln gave birth to the log cabin which was very important to most people. After a while, people got sick of the North and tried to kill it, which would leave only three directions and make it warmer. But lucky for penguins, the North won. This war was called the Greenhouse Effect.

"Several years later, the United States tried to kill the North again in a place called Korea. But the North won again and the penguins are still alive today and are very grateful for it."

His real political activity began in college when students on campus had a "sit-in" to protest discrimination. Quayle, however, misheard the name of the planned protest and was found on the front steps of the library whirling around on a "sit-and-spin," chanting, "Go minorities go. It ain't over 'til it's over."

The Vietnam War threatened to interrupt this commencement of his political career. But he would have no obstacles and cleverly devised a plan to get out of going to the army so that he might continue to develop the promising career in politics he had begun. When it came time for his physical examination he pretended to be short so that they would reject him as unfit for action. Indeed he was rejected from the army, but it turned out that was because he had misspelled his name on the registration form and they could not locate him afterward. But as Quayle always quoted Machiavelli, "Ask not what your country can do for you, but the end justifies the means."

So Dan Quayle embarked on an illustrious career in the national guard where he received a purple heart after straining his brain in a routine weapons drill.

Finally, Dan Quayle was ready to be Vice President of the United States. But since no one had heard of him, he was not nominated. At this point he ran for senator of Indiana in his home state of Montana. He was the only candidate for Indiana senator in Montana and was elected unanimously, unopposed. An excerpt from his speech upon election: "As senator, I cannot promise to put Coke in the drinking fountains, but I can promise to try hard and be responsible."

After several years in Congress, he entered the Vice-Presidential sweepstakes at the Republican National Convention and won! George Bush, who had agreed to the contest terms before-hand (and whose hand was pinned behind his back by punitive Bob and Elizabeth Dole) sheepishly welcomed Quayle as running mate.

Dan Quayle soon after became Vice President, and despite an error in taking the oath, is by some still considered Vice President of the United States today. The End.

It is important that you all remember, this is just a story, a fictional fairy tale—or is it?

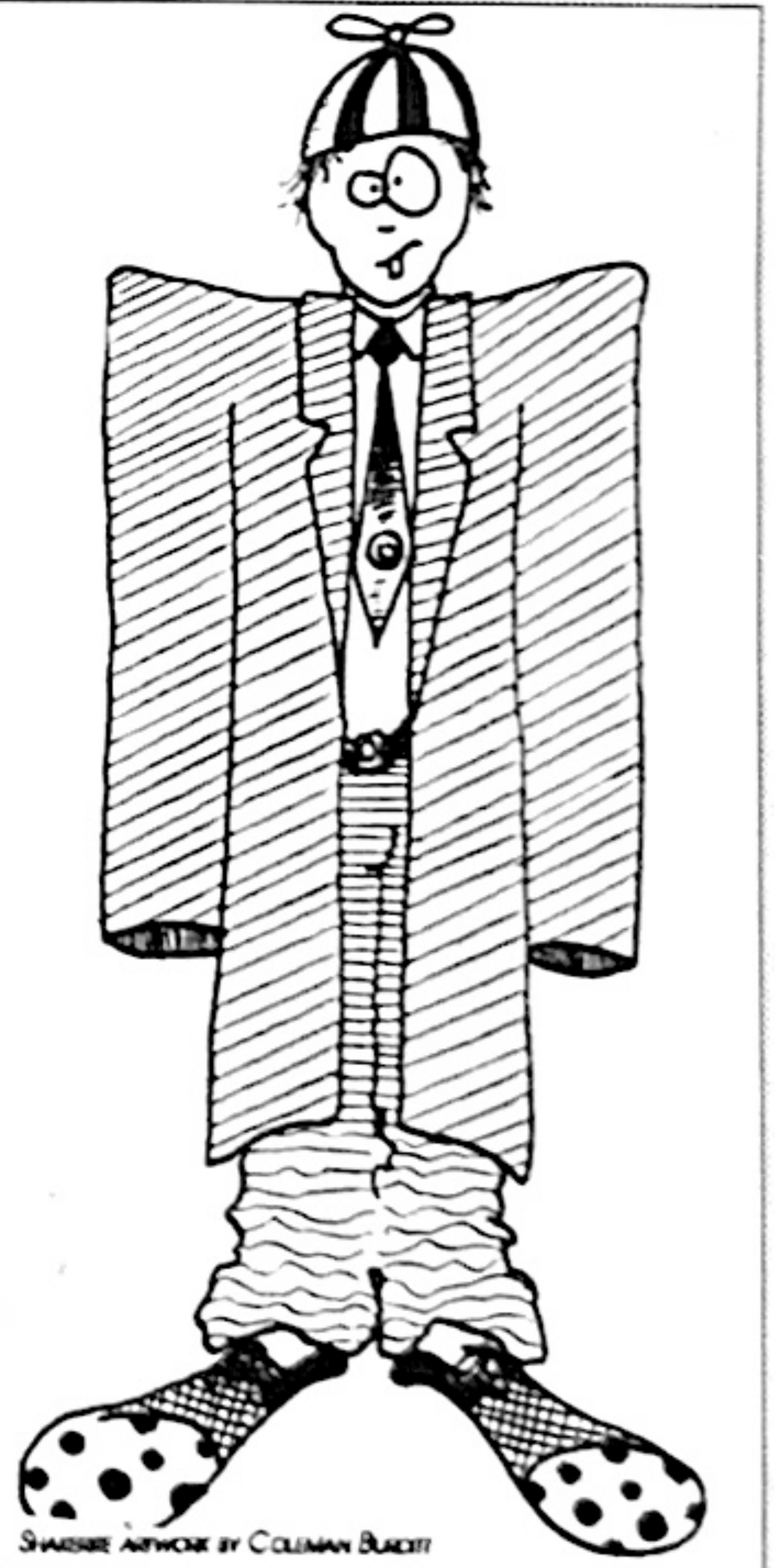
Here are a few actual quotes from the VP himself:

"Hawaii has always been a very pivotal role in the Pacific. It is in the Pacific. It is a part of the United States that is in the Pacific that is right here."

"It's a terrible thing to lose one's mind." (Misquote of the United Negro College Fund's slogan, "A mind is a terrible thing to waste.")

To the people of American Samoa: "You all look like happy campers to me. Happy campers you are, happy campers you have been, and, as far as I am concerned, happy campers you will always be."

I almost wish I had made these up.



Shakerite Artwork by Coleman Burditt

Boys go to the bathroom, too

BY MARSHALL LEVIN
Staff Reporter

You may notice an offensive odor. Or you may notice the filthy floors and fixtures. Perhaps it's the paper towels covering the floor that tip you off. That's right—you are in a Shaker Heights High School bathroom. If Dante were alive today he would surely classify this as the ninth level of Hell.

Most people do not realize that boys have to use the bathroom too. I've been told that one of the girls bathrooms has a full length mirror. We're just asking for any mirror at all. I'm sure I'm not the only one who has tried to wipe off the paper towel dispenser to see my reflection.

I've learned that the teachers lounges have soap. We don't. In my freshman days I was naive enough to believe that there was a nice bar of green soap in the boys locker room. I now realize that it is only some sort of mineral deposit built up over the years that people mistake for soap.

Is it too much to ask to have doors on the stalls? Surely this is not a foreign concept. In most homes people close the door when they use the bathroom; I believe a comparable system could be applied to school bathrooms. Doors insure privacy for the person using the facilities as well as keep passers-by from the sight of someone using the toilet.

What are those mysterious ducts in the bathroom near the cafeteria? I always avoid using that bathroom for fear of being sucked into the ventilation system.

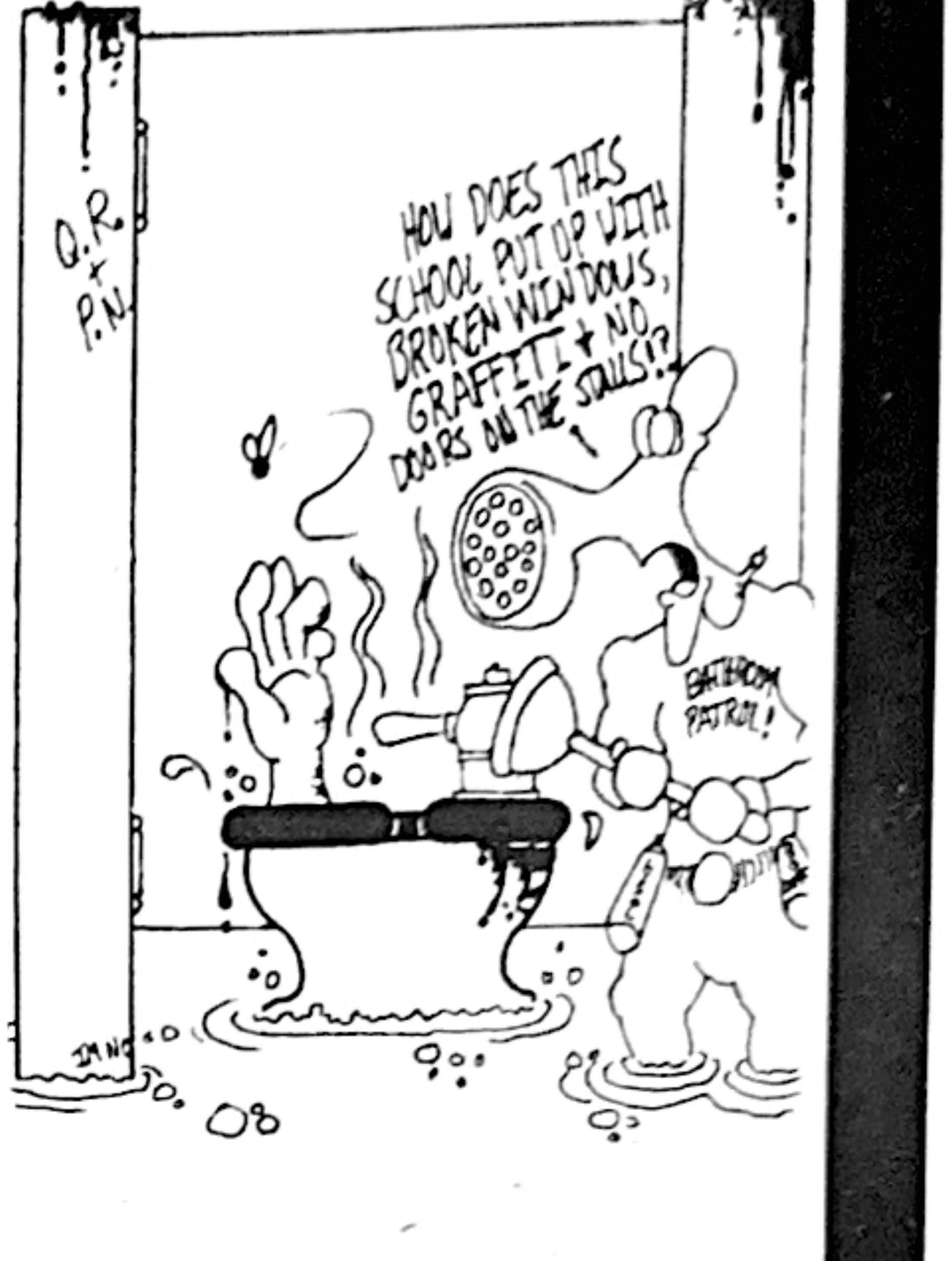
Did you ever notice that when you flush the urinal water sprays out of the handle? It is a true art form to avoid getting sprayed; you have to stand far back and flush with a quick flick of the wrist while at the same time jumping backward to avoid the puddle behind you.

Why don't we get paper towels? Was it something we did? I went into the bathroom the other day and reached for a metal fixture while investigating something that looked like a sink. To my surprise, the handle came off. I kept it as a souvenir. Once I had washed my hands (without soap), the next logical step seemed to dry them. I searched for paper towels to no avail. I was going to flick my hands so the water landed on the mirror, but I couldn't find one.

There are usually fungal growths in the sink drains. Perhaps my biology class will take a field trip. I'm not sure what it was stopping up the toilet, but I didn't stick around to find out. I could swear I saw something moving, though.

In conclusion, I found the restroom facilities of Shaker Heights High School to be grossly understocked in the fundamental articles of proper restroom maintenance—those being soap, paper towels, mirrors and doors. I urge the administration to appropriate more school funds for the custodial department in order to ensure satisfactory restroom status.

After all, boys have to use the bathroom too. . .


Q.R. + P.N.
HOW DOES THIS SCHOOL PUT UP WITH BROKEN WINDOWS, GRAFFITI + NO DOORS ON THE STALLS!?
BATHROOM PATROL!

Shakerite artwork by Oliver Dalzell

LETTERS TO THE EDITOR

Lack of self-respect among blacks

To the editor,

Blacks in America have faced many dilemmas in the past 400 years. In the beginning we were brought here as slaves. After more than 250 years of slave labor, we were then harassed by the violent acts of racism and white supremacists. Now that we have the potential to grow (mentally and as a race), we are regressing instead of progressing. There are many problems in Black America.

One problem among us is that most Blacks lack knowledge of themselves or their culture. What makes brothers and sisters unable to stand on their feet? We have no self-confidence. We have lost track of our African culture, of our past accomplishments. We have been brainwashed. As long as we are convinced that we haven't done anything, we can never do anything. Some Blacks don't even have pride in their original homeland. You cannot have pride in yourself and not in your homeland. Brothers will say they are proud of themselves and turn around and make fun of African culture and African people as well.

Another problem is that Blacks don't take advantage of the privileges surrounding them. Many Blacks lack the charisma to excel in school. If everybody did, we'd all be a success in society. Many Blacks don't have the self-confidence to further excel because most have an inferiority complex. We must overcome this feeling of inferiority, uplift, and do God's will. Brothers and sisters must help each other out and not pull each other down under. We cannot possibly grow as a race when we constantly continue to call each other "Niggas." Our mothers and fathers struggled hard so that Whites would stop calling us by this word, but we are blind enough to use it today. Not only were we hated but we were being taught to hate ourselves.

Blacks, or Afro-Americans (whichever you prefer) must G.R.O.W.—GENERATE a positive image, REACH out for your goals, OVERCOME all trials and tribulations, and WORK hard and together as a people. Once this is established, all of the people of the world, even our brothers and sisters on the African continent will look at us with respect.

Alvin Watkins, Junior

Appreciation for controversy in paper

To the Editor:

One night over winter vacation I was reading and going over all of the Shakerite newspapers we've had so far this school year. I admit at first I felt it was boring, but then a few articles got my attention. I was shocked to see these articles about the Halloween gang violence and particularly the 93 FM articles. I'm really happy to see the editors begin to deal openly with issues that concern the students. I feel more inclined to read the paper when there are more articles that interest me. I like the controversial articles that I can read and discuss with my friends and share my opinion about.

I just hope to see the newspaper articles get better as the school year goes on.

Miesha Filey, Freshman

Shaker graduate concerned for school

To the editor,

As a recent Shaker graduate, I have become extremely concerned with each Shakerite issue I receive in my college mail box. Most of my friends would probably read about the increasing incidents of racial discrimination and violence and say, "Thank God, we got out just in time." I cannot take that same attitude, as four years at Shaker Heights High School has shaped me in ways I can never forget.

As I sit here writing at my desk of a prominent Eastern college I cannot help but know that I owe my current success to every teacher whose class I sat in and was taught to think in incredible ways, about incredible amounts. I cannot help but remember the coach who taught me to win even if I lost, the choir director who taught me about committment and every other teacher who extended their long day to give me a top rate education, in every sense of the word.

But now I read the editorial from Mr. Bradell, or the article titled, "Parents unite to prevent fighting at high school," and my eyes hurt. My head hurts. What is becoming of the community which I feel I owe a great portion of my life to? Why don't others feel this same obligation? I will not pretend to understand what is going on. I will not pretend to understand the anger of a black youth in Shaker. I am not black, so I cannot experience the prejudice they confront or the discrimination they deal with. I will not pretend to understand because I was always told I cannot understand—that I sat in my segregated classroom and only attended an integrated high school when I walked down the hall.

Yet I reached the state tennis tournament with my Black partner, I studied physics with my Black friend, and I spent a large part of my time with my Black peers trying to educate youths on race relations. So I did my very best to take advantage of the life-time benefits of attending an integrated school system. I never wanted to attend a private school to find clones of myself who would teach me nothing about the various cultural and social differences that I learned at Shaker. Now, with the violence, many Shaker parents will take away this valuable lesson from their children and send them to private school. The educational value of every high school student will decrease significantly , for whites as well as blacks. And it makes my head hurt. The growing animosity, stemming from something I will never understand needs to change. It must change.

We have all been brought up in different homes, some of us have been blessed with opportunities that others have not. Some things are beyond our control to change. But at age 15 we are all capable of stopping the ruin of this high school, and it must be done now. Every student who feels trapped in this violent way of life must take a risk and look to where his or her life is headed. And every single Shaker student must open his or her eyes to the incredible opportunities that Shaker offers. And you must all help each other, because I am tired of reading "Violence cuts Rec. Halloween Dance short." And my eyes hurt. And my head hurts.

Jennifer Pohl, Class of '89

Move over, computer dating

BY JEREMY KAHN
Staff Reporter

Malls are bustling places, crammed with shops selling everything from underwear to hair care. Malls are also crammed with people buying, eating, and, yes, just watching. They are a favorite haunt of a special breed of people watchers: the pick-up artists.

Since many malls cater to women, they tend to be filled with girls. For this reason, malls also tend to be filled with guys. For those pick-up artists wanting to perfect their technique in this complex field, the following advice has been compiled. The textbook theory of pick-up tactics is the infamous "Four S" method.

Scope: This is the first and easiest "S." It simply involves picking out a likely prospect, and exclaiming to your friend, "Whoa! Would you look at that! Nice, very nice. . . ." Keep in mind, though, that the true art of scoping is a delicate matter balanced on the ability of the artist to observe the target while attempting not to look too obvious. For this reason, devices such as high-powered binoculars, dark sunglasses, and military camouflage outfits seem to do the trick. At least they elicit the proper response from the subject, who turns to her friend and promptly says, "Who's the geek with the camouflage outfit and dark sunglasses who has been staring at me through his binoculars for the last 10 minutes?"

Once one has found a likely subject, it is necessary to classify the target to determine the approach one should take

The following classifications were obtained from the experts:

Babe: Someone who looks good enough to pick up is generally called a Babe. Babes can be further classified into the other categories listed here.

SCOPIN' THE AREA. Beachwood Place is one of the best places to choose " pick-up victims." *Photo by Hallie Watson*

Fluff Chick: These hairspray infested girls are easily identifiable by the hole in the ozone layer found directly above their heads. Fluff chicks can be either Babes (see above) or Hoost!, see below.

Girl Next Door: This type of girl can be found anywhere at anytime and represents your normal American Girl Next Door . It is often hard to pick up a girl from this category, and for suggestions see the book "Little House on The Prairie" at your local library. Remember reading, it's fundamental.

Hoost! : Also referred to as "beaten with the ugly stick," heinous, or b'fugly. It is not advised that one should scope out a girl from this category.

Scam: Also known as scheming, schemin', scamming, scamin', or enticing, entrapping, making eyes at, coming on to, picking up, hitting on, and wooing. Scamming is by far the most complicated and difficult of the 4S's.

After one has completed the first "S," they must develop a scam. The most important part of the scam is the opening line, known simply as **the line**. The following pick-up lines have been provided by some notorious pick-up artists (remember only the quotes are real, the names have been changed to protect the guilty).

Horatio is a freshman who claims that pretending to be foreign does the trick. Horatio's scam works like this, "Bon jour. I'm, how do you say, from France. I'm lost. Won't you please, how do you say, help me?"

Lucas is a senior, who claims to no longer go to malls to meet girls, but that when he was a little kid (i.e. freshman) he used to use the line, "I know you don't know me, but I'm sure we're connected somehow. In fact, I'm sure I was you in a previous life."

If a scam fails, skip to the fourth S.

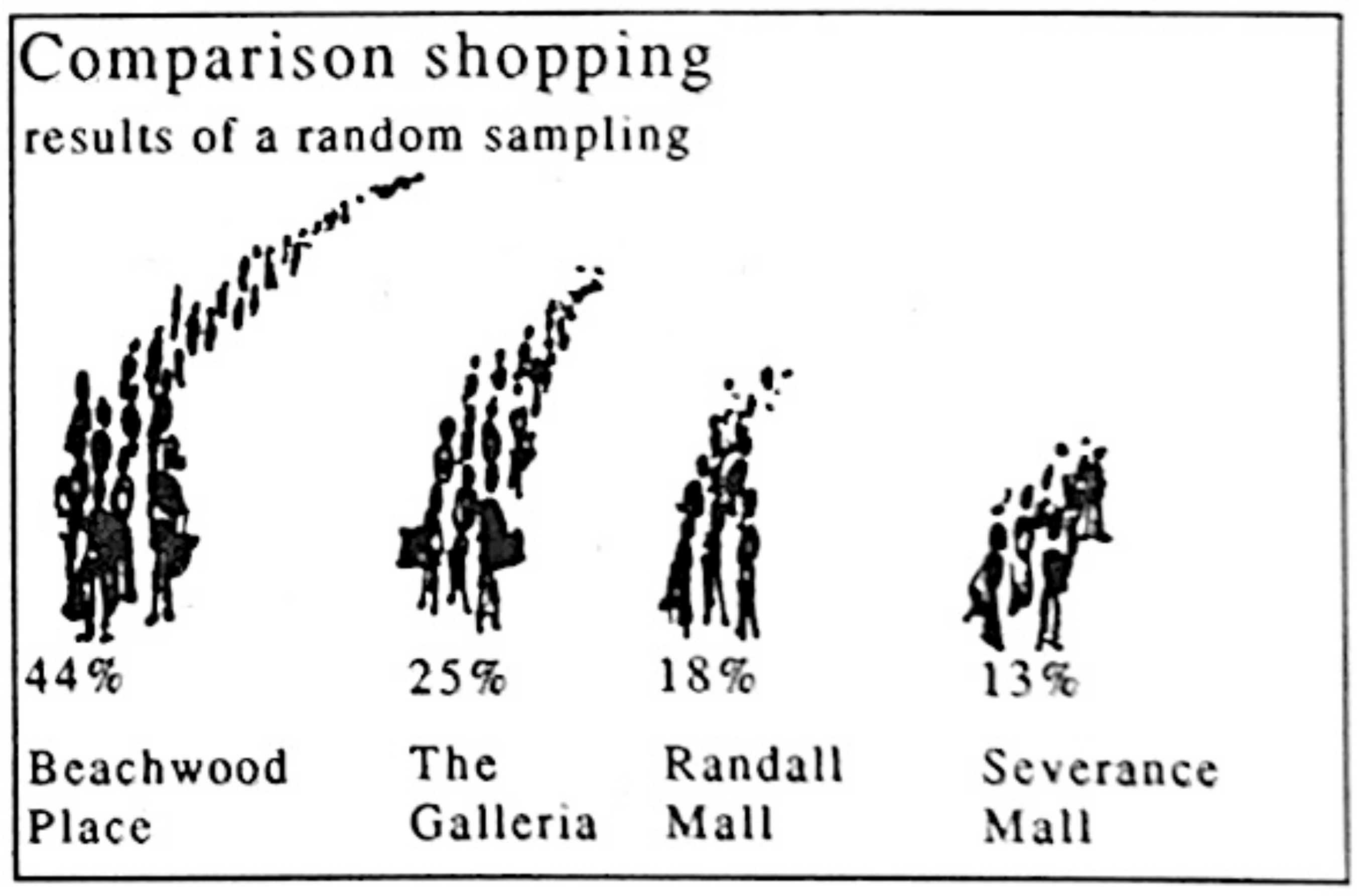
Score: Scoring, the third "S," tends to be self-explanatory and will not be addressed in this article. Many terms and analogies are used to describe scoring, several of them related to the great American game of baseball. If the scam works there is no need to continue unless the situation calls for further action (don't kid yourself situations warrant further action.)

Scram: Scramming is like leaving the scene of the crime. It is not particularly difficult, but involves a little planning. Before beginning the "Four S" method, take careful note of all exit signs in your vicinity. Needing emergency medical assistance is a good excuse for leaving; remember to dial 911. Malls are perfect locations because they provide varied escape routes. If one exit is blocked by some hazard (such as a Hoost!) leave via a second route. Jump out of a first floor window only as a last resort and do so quickly, quietly, and efficiently. Don't panic, remain calm. In the event of a water landing, your seat cushion will act as a flotation device.

The MALL has it ALL!

I'd rather be shopping

BY ANTHONY SWERTLOFF
Staff Reporter



Comparison shopping
results of a random sampling

For many students, life would not be possible without malls. Students spend many weekends at the mall, whether looking for clothes, or searching for that belated birthday present.

A survey taken in early January at the high school showed 44 percent of the 151 people polled think Beachwood Place is the best mall around.

"[Beachwood] is a good mall to shop at because it has a better selection of clothes in each of its stores than any other mall," said sophomore Lucy Curry.

Twenty-five percent of those surveyed feel the Galleria has the most to offer. Freshman Jamil Smith is one of those.

"[The Galleria] has a comfortable atmosphere. The sunroof makes me feel like I'm shopping outside, and the mall is more relaxing than any other," said Smith.

A lot of students in Shaker, myself included, think that Randall deserves to be titled the best mall around. Its abundance of stores make it a convenient mall. If anything is ever needed, I go to Randall.

One needs only to take a quick glance around Randall to find a food shop whether you want fast food or sugar products.

Also, Randall has five department stores; Horne's, Sears, J.C. Penny's, the May Company and Higbee's.

"Your best bet is to go to Randall," said senior Jennifer Coiley. "It's the biggest and has the most variety of stores."

Randall is also a good place for people to find new friends.

"The atmosphere at Randall is more friendly than any other. There is a wide range of people with different attitudes," said sophomore Jerome Griffith.

Each mall attracts a specific type of person. There is a clear difference, for example between those who shop at Beachwood Place and those who go to Randall.

The survey showed that Beachwood shoppers tend to be white female underclassmen. The students who shop most at the Galleria are primarily white, both male and female. Finally, Randall has the majority of black shoppers of all ages and sexes.

HIGH SCHOOL STUDENTS EXPLORE RELATIONSHIPS: THE FACTS, THE PRESSURES AND THE REALITIES

Students face social and moral decisions about sex

BY JOSHUA LEVY
Co- Editor-in-Chief

"Yo, Dave, how was your evening with Valerie? Did you two 'go around the world?' Ya' know, did you 'do it,' 'the nasty,' 'the wild thing,' 'the kooch?' Let me ask you straight. Did you two have sex?"

Whether or not Dave did have sex last night, his friends have now placed him in a tight situation. Students, like Dave and Valerie, are faced with the issue of sex daily. Many students say that definite pressures do surround sexual activity among teens. Junior Lisa Farmer describes this pressure.

"Your friends won't tell you what to do," Farmer said. "But they will say things like, 'I've had sex, she's had it, but you're the only one who hasn't. Do you really love your boyfriend?'"

As many girls said they fear being called 'sluts' or, on the other hand, 'prude,' freshman Keith Joseph said that females are more pressured to have sex than males.

"Girls are more pressured than guys. Guys are mainly the more forceful ones," Joseph said. "It seems that guys want it badly."

Torn between affection and sexual apprehensions, a female freshman said that sexual pressures from another boy would place her in a difficult position.

"If I agree to have sex with him, I'll be hurt myself. If not, he'll be mad at me," she said. "That's the most pressure in the world."

Health teacher Hubert McIntyre attributed much of teens' sexual confusion to the mass media.

"High school is a time of trial and error. Teenagers are easily influenced and the media, a strong influence, bombards the American people with sex," McIntyre said. "The stars do not talk about birth control, though. There is just a fireplace, wine and romance. There is no talk of the consequences."

Some students, apparently aware of the consequences, said that sex is such a serious issue because of the emotional strain it can place on a person.

"You may go out with a lot of guys, but you may not want to have sex," sophomore Carmen Ellington said. "If someone's a virgin and gives up her virginity and the relationship doesn't last, then you feel guilty and wonder why you did it."

Others added that sex is such a personal matter that they are not influenced by their friends to have sex.

"Sex is a personal choice," junior Paula Payden said. "People should decide whether they want to or not. Your friends shouldn't have the influence to persuade you."

There is a lack of sexual pressure among peers, according to some students, because their friends also understand how personal an issue sex is.

"I don't give a damn what my friends think! Friends just wouldn't pressure you like that in the first place," junior Todd Ponsky said. "Most likely I'd want to 'do it' myself, so I wouldn't want my friends' influence."

McIntyre said that teenagers of late are more willing to acknowledge the possible consequences - an unwanted pregnancy or a sexually-transmitted disease - and are more willing to postpone sexual intercourse.

With the risk of pregnancy and the rise of sexually-transmitted diseases, students said that they are concerned about their sexual behavior. Based on these concerns and several others, some students believe two people need to be in love in order to have sex.

> *"You may go out with a lot of guys, but you may not want to have sex. If someone's a virgin and gives up her virginity and the relationship doesn't last, then you feel guilty and wonder why you did it."*
>
> -CARMEN ELLINGTON

"Teen pregnancy is a big thing now and it could ruin a girl's whole life," a male freshman said. "If you really love the person and she loves you, then you can build a trust between each other. And she won't think that you'll mess her up."

According to some students, sex should not be taken for granted but should be a special time for both people. A survey taken this month for the Girls Scouts of the United States showed that 37 percent of junior and senior high school students said that they would have sex with someone they love.

"You wouldn't spend a lot of money on just anybody," junior Jomill Wiley said. "So why would you give something as special as sex to just anybody?"

Senior Susannah Gunter agrees that love is integral for sex.

"I don't think sex is right if you're not in love," Gunter said. "I think sex should be an expression of love and not an expression of hormonal feeling."

Other students do see sex purely as a physical act.

"Sex is just a physical release," senior Lincoln Pettaway said. "It's like a dance. And if you learn how to do it, you do it well."

Some students said that love is not necessary because there is enough of an attraction to the mere joy of sex.

"I'd [have sex with] any girl as long as she looks good," said one male sophomore. "I don't need to be in love. I just do it for the thrill. They might think I love them, though."

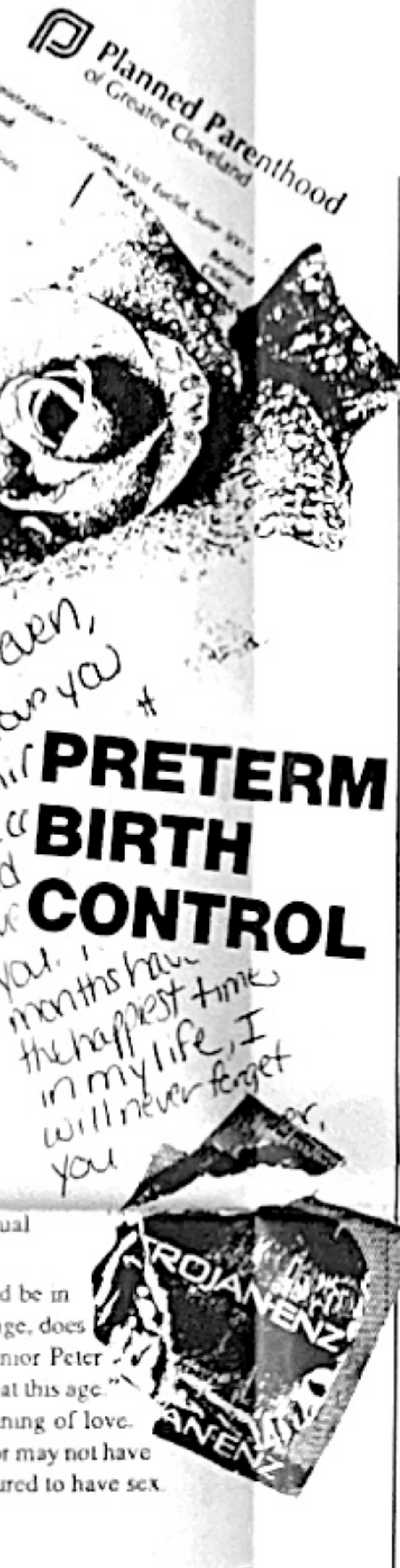
Junior Dana Schlang said that many people just use love as an excuse not to have sex.

"You don't have to be in love to have sex," Schlang said. "[Saying you are not in love] is more of a line of excuse for people who are afraid to have sex."

Other students believe that in high school, [illegible] so love does not become a factor in making sexual decisions.

"What's the meaning of love? You could be in love. But how could you tell? At this young age, does love have a limit or a written guarantee?" senior Peter Mahler said. "Therefore, love has no meaning at this age."

Maybe Dave and Valerie found the meaning of love. Maybe they didn't. For that matter, they may or may not have 'gone all the way.' Possibly, they were pressured to have sex. Nevertheless, that's their little secret.



Birth Control: Use needs to be taught early, expert says

BY KRISTINA GOBEL
Co-Centerpiece Editor

"Help! I am 17 years old and have been involved with this one guy for a few months. I have been debating with myself over the possibility of engaging in sexual intercourse with him. What should I do?"

Many teenagers feel this way when confronted with the issue of sexual intercourse. There is no easy answer to this question.

"The different types of contraception, how to go about using them, where in the community birth control can be found, places that will serve teenagers and the knowledge that, in Ohio, parental consent is not needed to obtain birth control should at least be mentioned at the junior-high level, but should be stressed and learned by ninth grade," Certified Nurse-Midwife Ellen Stern said. She is currently in practice with Womencare, Inc., an affiliate of University Hospitals dealing with obstetric and gynecological needs of women.

Shaker students are required to take health in fifth, seventh, eighth and tenth grades. Middle School health teachers could not be reached for comment. However, according to middle school students, birth control methods are not discussed in detail.

> *"Just say 'no' to intercourse. Abstinence is the only 100 percent effective method."*
>
> —CHRISTY RUSSO

"In seventh grade we talked about birth control methods, but not how to use them," eighth grader Andrea Johnson said.

According to health teacher Hubert McIntyre, the 10th grade health course focuses on self-esteem and issues relating to it. At least six weeks are spent discussing dating, birth control, teen pregnancy, sexually-transmitted diseases and other related issues.

"Although self-esteem does not appear to be an issue, being able to 'just say no' ties into one's assertiveness, self-esteem and one's overall view of oneself," McIntyre said.

Tenth graders are taught how to use birth control. Both McIntyre and health teacher Christy Russo, however, recommend abstinence as the best method of birth control.

"Just say 'no' to intercourse," Russo said. "Abstinence is the only 100-percent-effective method."

According to the Preterm Birth Control pamphlet, the following are the birth control devices that are available to the public:

Birth control pill — The pill is the most common birth control device used by teenagers, according to Stern, because it is the device most teens feel most comfortable using. It is between 90 and 96 percent effective.

Intra Uterine Device (IUD) — The IUD is 95 percent effective, however, it is recommended that teens not use the IUD because of damage that can occur in the uterus, Russo said.

Condoms — The condom is the only birth control device, with the exception of sterilization, that the man uses. The condom is 90 percent effective.

Contraceptive foam with a condom — Alone, contraceptive foam is 78 percent effective; however, when used in conjunction with a condom, it is 95 percent effective.

Diaphragm — In order to be effective, the diaphragm must be used every time one engages in sexual intercourse. The diaphragm prevents pregnancies 83 percent of the time.

Sterilization — The last resort, for both men and women, is surgery. This method, minilaparotomy for women and vasectomy for men, should only be used when no children are or will be wanted.

"If you are thinking about involvement in a sexual relationship and you don't think you can handle the consequences, the best thing to do is abstain. If you are thinking about involvement in a sexual relationship and you think you *can* handle the consequences, the best thing to do is abstain because often times we do not know [what we want]," McIntyre said. "People do not know what it is like to be a parent and, once you have a child, you cannot send it back."

KOROMEX
CRYSTAL CLEAR GEL

'I'm keeping my baby'

Pregnant teens speak out

BY VARUNI KONDAGUNTA
Staff Reporter

Most sophomores in Shaker have been exposed to the idea of teen motherhood or teen fatherhood. Health students carry fetuses and babies for at least two weeks. But carrying an egg, wearing an apron or throwing around a bag of potatoes does not truly show the emotional, physical and social impact of being a teen mother or a teen father.

Some teens believe that they cannot get pregnant the first time they have sex. Most teens wait nine to twelve months after becoming sexually active before they decide to use some sort of contraception, according to Gary E. McMeon's book, "Children Having Children: Global Perspectives on Teenage Pregnancy."

"I used birth control pills the summer before and I had run out," pregnant junior Kim Crockett said. "When I came back home, I forgot to get some more. A few months later, I thought it would still be in my system so it would be all right, but I guess not."

Another student told her story of birth control complications.

"My boyfriend always used protection. Then, my mother and I talked and I went to a free clinic to get some birth control pills that I could use. My mother had told me about the side effects that I could have if I used them, so I was really scared. I didn't want to use them, but I had them," pregnant senior Shannon Evans said. "My boyfriend thought I had used them and so he didn't use protection, and that's the time it happened. I didn't really mind hat he din't use protection because he's always responsible."

Several options exist for the 52 pregnant girls out of every 1000 in the United States. They can carry the child to term, give birth and raise the child or they can place the child up for adoption. Another possible route is abortion.

The younger the mother, the greater the risk of congenital defects and developmental problems for the child. Young mothers are also often less able emotionally, financially and physically to take on the responsibility of a newborn child. Thus, many teenagers consider abortion, according to McMeon.

"I did consider abortion. We went to the abortion clinics, but it's really hard. They tell you [about the different abortion procedures] and you have to choose which way you want it done," Evans said. "Anyway, my mother and grandmother are against abortion, so I decided to have my baby. I considered adoption, too, but we decided I'd keep the baby."

Fewer teenage mothers are getting married than in the past.

"My boyfriend's not with me, but we talk about the baby," Crockett said. "He can't wait until the baby comes, though."

Some teens, like Evans, do plan for a future wedding.

"My boyfriend and I plan to get married. Not just because of this, but we were thinking about it before," Evans said. "I have a lot of support from my parents and everyone and my boyfriend is still with me. Otherwise it would be really hard."

Pregnant teenage girls undergo several changes, physically, socially and emotionally, as they progress through their pregnancy, according to Coordinator Denise Smith of GRADS, Graduation Reality and Dual Role Skills.

"The worst thing is when people look at my stomach before they look at my face. It is really bad. It makes me feel bad too," Evans said. "At first, I used to be really, really self-conscious. Even though nobody could really tell I was pregnant, I could feel it. But now, when everyone can see, I'm not as self-conscious. I've kind of learned to accept it, I guess. If I started to worry a lot about my mistake, I'd be worrying for the rest of my life. It really is something to think about. But it's happened and it's over. I thought I'd have to grow up faster, but my mom said no. She said I'm capable of handling it. She's given me a lot of support."

Other pregnant girls, however, feel as though they are having their childhood taken away.

"I feel like I have to grow up faster," Crockett said. "I'm disappointed with myself because it was kind of soon. I had a miscarriage last April and [my next pregnancy] was a little soon after that, but I didn't think it would happen as soon as it did."

Statistics from McCeon's book show that when a child is born to a mother at a young age, chances are the child will also have children at a young age.

"My mother had me when she was 17," Evans said.

Although teenage pregnancy can deter the hopes for the future for some, others still plan to follow their dreams.

"I was going to try to get into the Navy, but with this, I can't. My mother is going to take care of the baby," Evans said. "But I am going to Cleveland State. I'll be close to home and I can take care of the baby and still go to school. I'm still going to pursue my goals. I'll still make it. Those who are motivated, do."

Help for teen parents

Teen parents are now able to receive counseling through the high school. GRADS, Graduation Reality and Dual Role Skills, helps teen parents emotionally accept their parenthood while still attending required classes.

The objectives of GRADS, according to teacher-coordinator Denise Smith of Warrensville Heights High School, are to talk about self esteem, the pregnancy, parenting and economic independence.

"It is most important [for the pregnant students] to accept that they are pregnant and that it's going to be especially hard in a school setting," Smith said.

GRADS is an independent study program at Shaker.

Maybe this year, there will be one for me?

BY BRENDA JOHNSON
Staff Reporter

She sits in homeroom praying that this will be the year. Maybe, just maybe there will be one, a red one, for her.

Across the room a boy nervously figits in his chair regretting that rash impulse that drove him to purchase one for a girl who probably does not even know he exists.

Scattered among the half hopeful, half fearful faces are the few, the proud, the smug who are sure that they will receive at least a dozen from their faithful lover.

It is Feb. 14, and time once again for Valentine's Day carnations. Red, pink, white, and yellow, these pretty and seemingly innocent flowers are reaping havoc on the egos of high school students everywhere.

Throughout the day cries ring out in the hallowed halls, "How many did you get? Who are they from? Be serious, you didn't get any?" For one day out of the year popularity and acceptance are measured by the petals of the flower.

For those lucky enough to receive these sacred flowers another dilemma arises. What to do with the flowers once you have them. Do you put them in your dark, dank locker to wilt and fade into oblivion? Or do you carry them around all day and risk someone making fun of the cheesy message that is attached.

Although this would appear to be a no-win situation, you can always get creative with your carnations. Entwine them in your hair or use them as jewelry. If these suggestions seem a bit much, try a subtler approach and carry them in your teeth. What ever you decide to do, wear these tokens of love with pride.

Carnations can be divided into three categories: those sent by your sweetheart, the second are those sent by your friends, and the last, the most disturbing of all, are those sent anonymously. These can cause weeks of agony and curiosity for those sent anonymously. But after all, confusion is what love is all about. So relax (if you can) and send a carnation to that special someone.

'Hill Street Blues' star talks with students

Taking a break from his busy schedule rehearsing his new play, "Only Kidding," and filming a commercial, actor Daniel J. Travanti visited the high school last month to share his insight on acting with students..

Travanti said that one must take acting seriously in order to be successful.

"Acting is a very precise kind of work," Travanti said. "You have to believe what you're saying."

–COMPILED BY DANIELLE MESHORER

Photos courtesy of Drew Landers

TAMI

After living in China for more than a year with her family, junior Tami Harris discovered that there is much more to mastering the Chinese language than learning how to order a plate of chicken chow mein, fried rice, an egg roll and a soft drink.

BY SARAH STEWART
Staff Reporter

"Sending out for Chinese" takes on new meaning when one knows the language. Anyone can eat Chinese food, but junior Tami Harris can order it properly, in Chinese.

Spending seven months in China her freshman year, Harris first learned a few necessary phrases of Chinese and improved from there.

Harris had the opportunity to learn Chinese, as her family lived in China while her father, a cardiologist, taught medicine throughout the country. Harris' parents hired a Chinese tutor to teach the language to the family.

"My parents gave it [Chinese] up; it was too difficult for them," Harris said. "The older you are the harder it is to learn to speak."

Even with Harris' youth, Chinese is one of the most difficult languages for anyone to master. Harris said that there are over 50 different dialects, but the Mandarain dialect is spoken throughout China. She added that the only way to communicate with people who speak different dialects is to write down the conversation; the characters of each dialect are the same, but the pronunciations are different.

Harris said that in the Mandarin dialect the pronunciation varies because of its four different tones. A single word has four inflections, and to the uneducated ear each pronunciation sounds identical. According to Harris,one who speaks the language would have the ability to differentiate between the sounds and recognize the words for their different meanings.

Harris said that she was dining at a Chinese restaurant once, and in Chinese she requested tea. She added that her tones were incorrect, and the waiter brought her "American silverware instead."

"It's funny," Harris said of the experience of first learning a language. "It's kind of humiliating having a five year old [Chinese child] more literate than you."

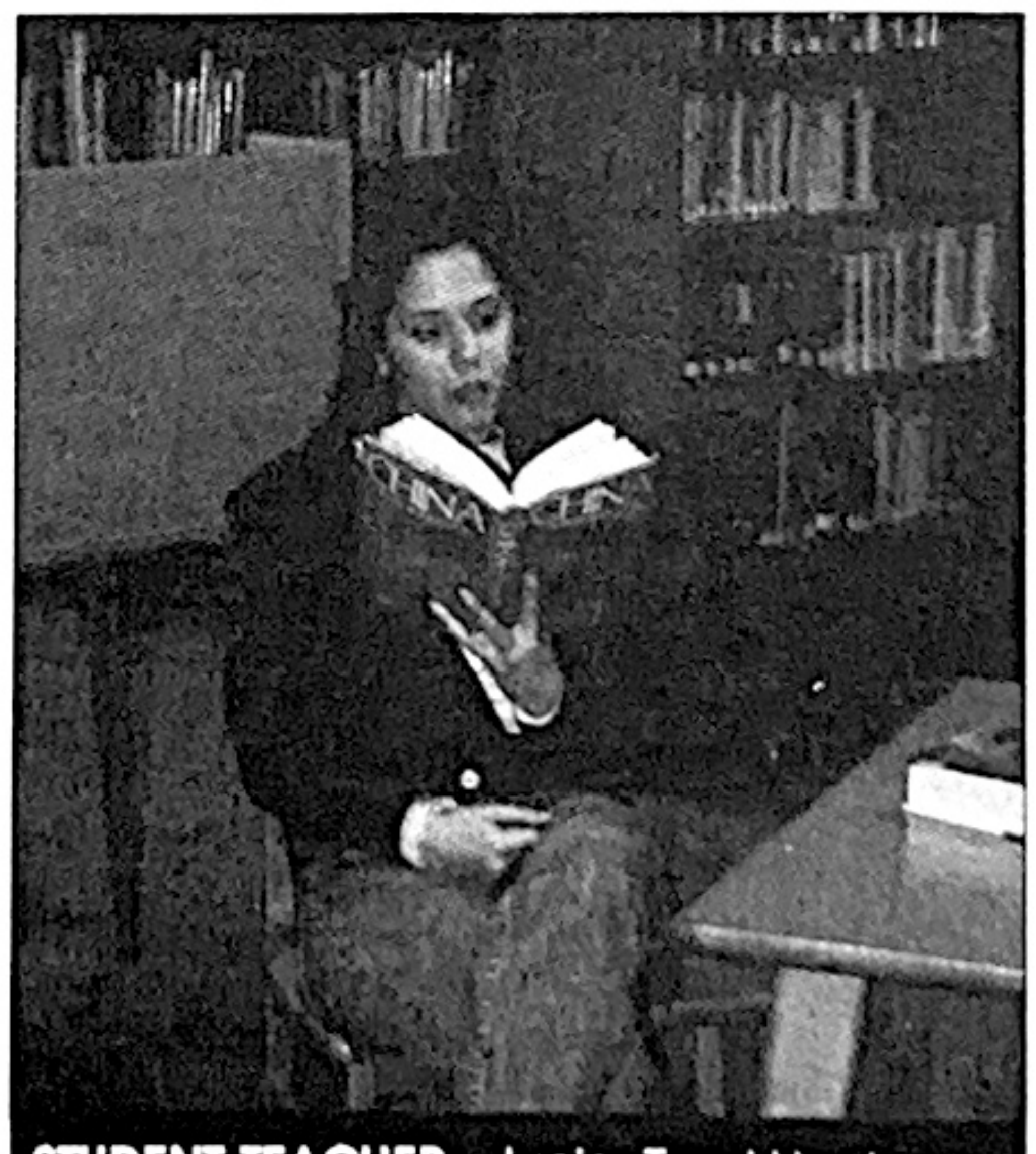
In order to become more literate, Harris took classes at Jinan University in China. She stayed in a dorm with other foreigners from Japan, Thailand, and Sweden. Their only common language was Chinese.

'It got difficult because we would want to have conversations with the other people and all we could speak was Mandarin," said Harris.

Although Harris primarily spoke Mandarin, she said that she picked up the Cantonese dialect while living in Southern China.

Harris said that she was bargaining for a sweater in an area which spoke the Cantonese dialect. She said that the people assumed she could not understand Cantanese and discussed their plan to refuse to bargain. Comprehending the language, she left without buying the sweater but not without utilizing her knowledge of the language.

Although Harris is minus one sweater, she could always find a Chinese restaurant willing to bargain.



STUDENT TEACHER. Junior Tami Harris prepares herself for her Wednesday China Area Studies class, in which she teaches Chinese to other students. *Photo by Miles Molyneaux*

Glancing back at Shaker's past

BY VALERIE FAZEKAS
Staff Reporter

Worn textbooks and stuffy classrooms give us a general view of our country but fail to make the past a reality. Although we learn about wartime United States and the Great Depression, we have little personal contact with these events. A colorful history, however, did exist for past generations of Shaker students.

Becoming a village in 1911, Shaker covered 1600 acres of woods and rural farmland. With a population of 200 people, it had few houses and was without a good transportation system. Shaker's muddy roads and inconvenient distance from Cleveland distracted prospective residents.

This 20th century landscape was a far cry from the Shaker of 1990. Today its 31,000 residents travel the city's paved streets lined with numerous suburban houses.

Few of these houses existed in 1920, however, when Woodbury opened its doors as Shaker's first high school to 68 students, grades 7-12. In addition to the basic courses of English, history and math, students took classes in sewing and agriculture.

When not in the old Woodbury classrooms, students often participated in sports. Though no lacrosse, soccer, or swim teams existed, football, basketball, and baseball teams were organized. According to William R. VanAken, graduating class of '31, sports events provided opportunities for social gatherings.

"After basketball games, kids would go to the village drugstore on the corner of Lee and VanAken to get ice cream," VanAken remembered.

Other social events included dancing. While not half-stepping to Paula Abdul or Bobby Brown, students jitterbugged to the sounds of a live band in the Woodbury gym at lunch. School sponsored activities still existing today included orchestra, choir, theatre and "The Shakerite" (first published in 1922).

As activities grew, so did the student population. Although the enrollment had more than doubled when he graduated in 1933, it did not near today's student population of 1550. The small student body did not stifle Shaker's social life.

Like today, students of the 20s and 30s often gathered for parties at each other's houses.

Phillip Leon, class of '33, also recalls spending Saturday afternoons and evenings going bowling, going to movies downtown, and ice skating to a live four person orchestra at the Elysium ice rink on 109th street and Euclid. For a more quiet evening, students got together to talk, play cards and listen to records.

These social activities, advancing into the 1940's, were soon mixed with the effects of World War II. As girls knitted sweaters for the Red Cross, the school organized paper drives, tin can collections, air raid drills and first aid classes

In spite of the war, however, '45 graduate Ruth Sanna remembers her Shaker days with fondness.

"It was a fun, fun time. There was a tremendous amount of school spirit," Sanna remembered.

Contrary to the tension created today by the Shaker-Cleveland Heights-Shaw rivalries, Sanna said that Shaker students, involved in fraternaties and sororities, socialized with students from Shaw High School and Cleveland Heights.

The school spirit, continuing into the 50s and 60s, was soon accompanied by penny loafers, the dawn of Woman's Lib, and the Beatles.

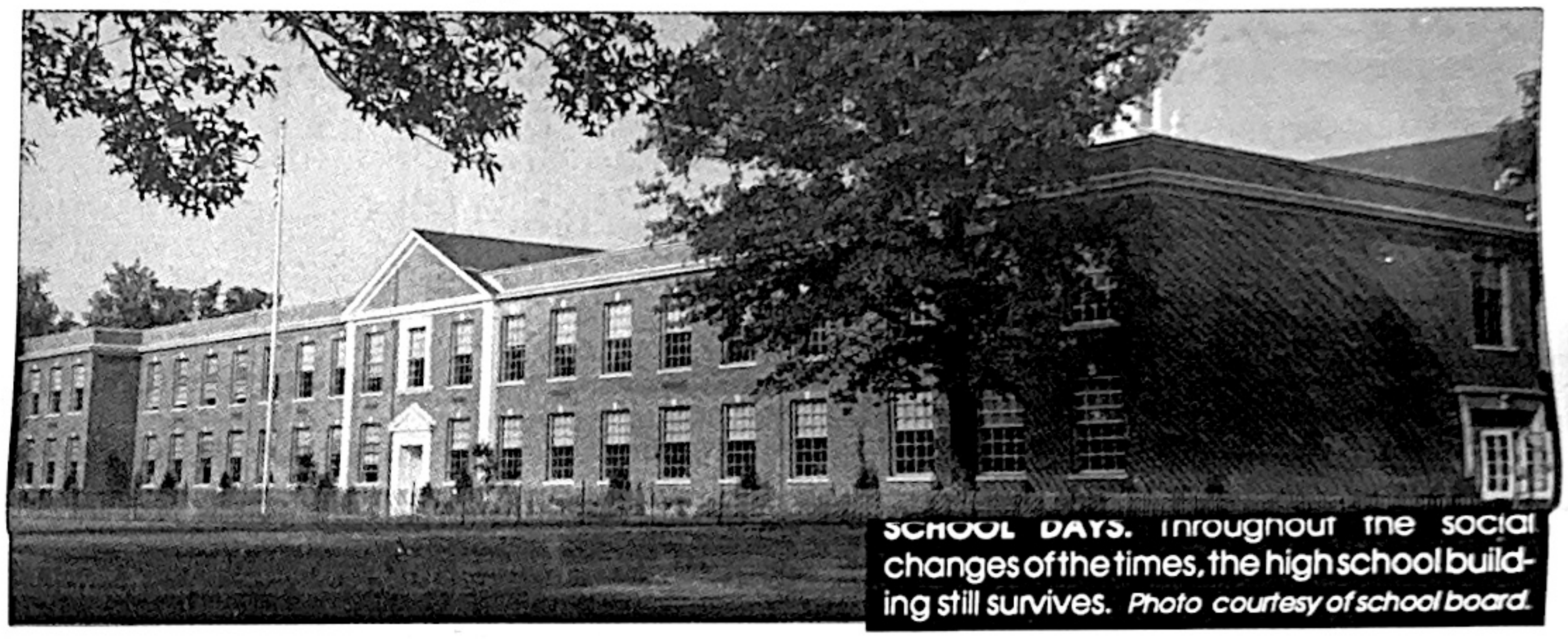
Girls, forbidden to wear pants, went to school in long skirts, bobby socks, saddle shoes and cashmere sweaters. Boys, forbidden to wear jeans, dressed in button down shirts and wore crewcuts.

"Everyone dressed the same way and acted the same way. Nobody tried to be different," remembered Katherine Simmons, class of '60.

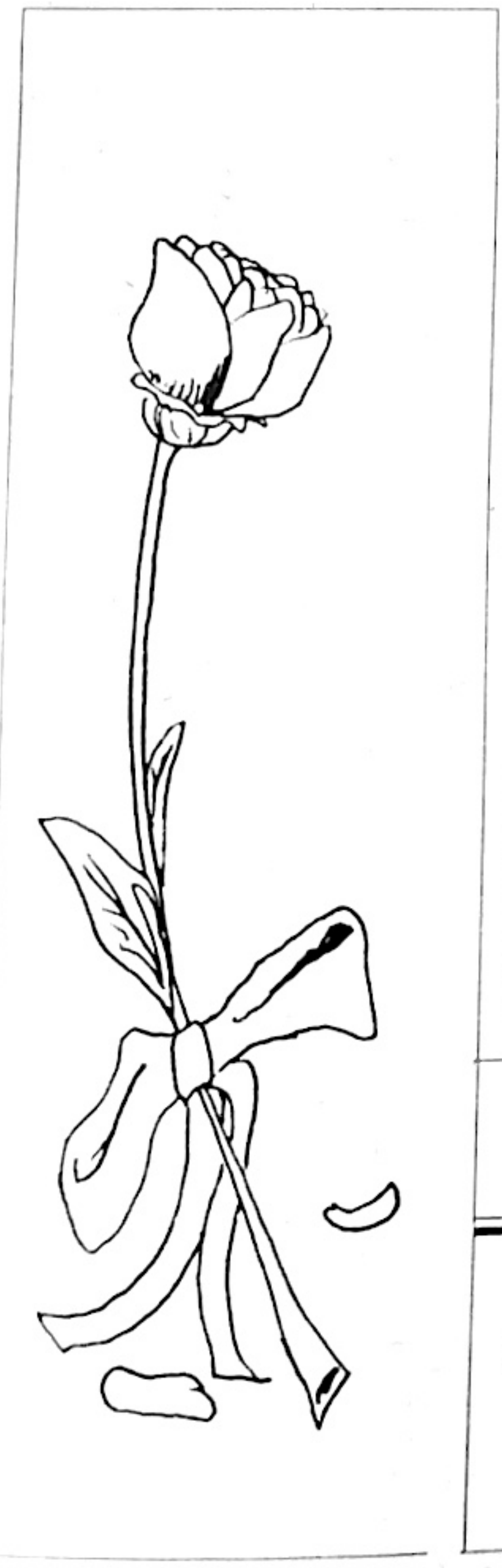
There were, however, a rebellious few who wore leather jackets and white tee-shirts.

Today, leather jackets are a common sight, and, as Simmons notes, students are more apt to develop their own sense of style.

Long skirts, bobby socks, or Air Jordans, Shaker students have always had style and a history of their own.



SCHOOL DAYS. Throughout the social changes of the times, the high school building still survives. *Photo courtesy of school board.*



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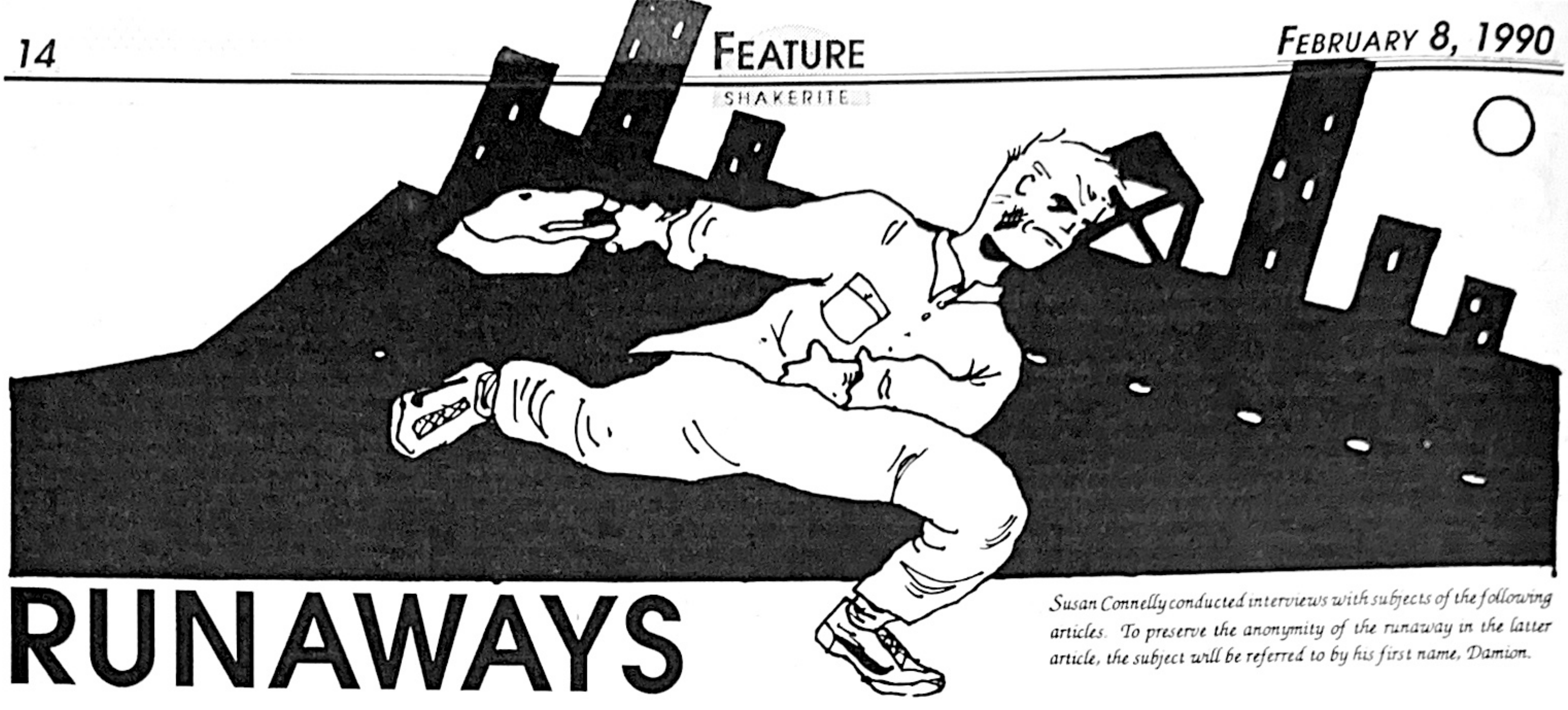


RUNAWAYS

Susan Connelly conducted interviews with subjects of the following articles. To preserve the anonymity of the runaway in the latter article, the subject will be referred to by his first name, Damion.

Safe Space serves as harbor to runaways

BY SUSAN CONNELLY AND JOSHUA LEVY
Feature Editor and Co-Editor-in-Chief

Trapped in homes of abuse, hatred or anger, 1.1 million young people run away from home each year, according ot the US Department of Health and Human Services. For them, the options may seem dismal: return to a home of pain or take a chance on the street. However, for many there is another choice.

Safe Space, located in inner-city Cleveland, offers temporary refuge for two weeks to minors. The shelter, run by the Free Clinic, can hold up to 20 boys and girls.

Many runaways agree that most any situation beats living on the streets. Fifteen year old Safe Space resident Mark Stewart added that the shelter is the safest place for runaways.

"The streets are terrible. They're no place for a teenager," Stewart said. "But kids should know there is someplace they can go if it is necessary. [Safe Space] is finding me another home."

According to Safe Space weekend counselor Dalia Bell, Safe Space's goal is family reunification. However, Bell said that in cases of abuse or when family reunification is not possible, Safe Space looks for relatives, friends or foster care as an alternative home for the runaway. In order to best help the runaways, Bell said that daily counseling is necessary.

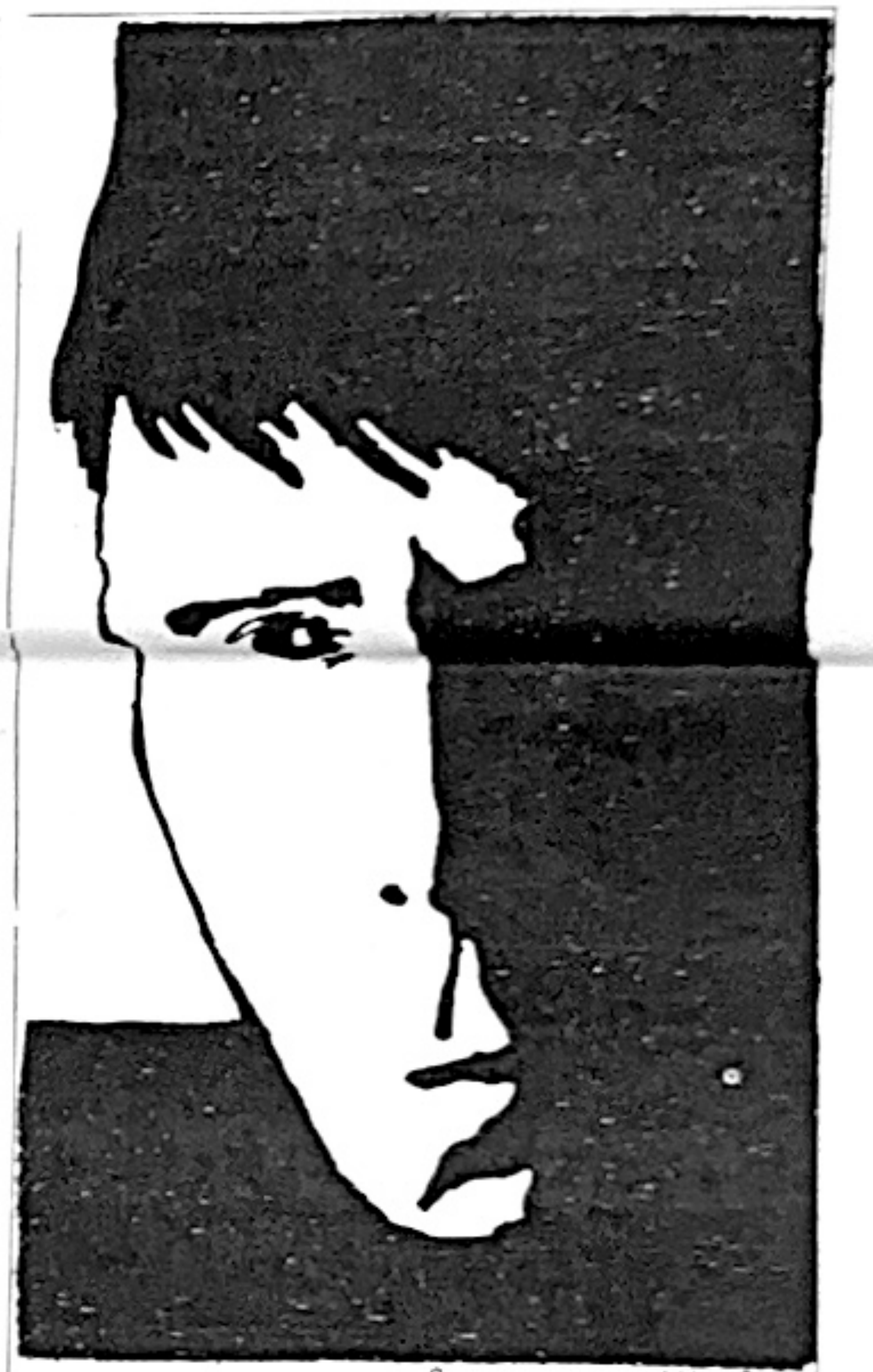
The parents of the minors are asked to participate in counseling with their children.

"It's not the kid, it's everything at home," Bell said. "They are the symptom."

In addition to working with counselors, Safe Space residents are expected to attend their school and follow all of the shelter's rules. Runaways are asked to leave Safe Space if they repeatedly violate the codes of the shelter. Bell said that minors who cannot follow the rules are not trying to help themselves and therefore, in her view, cannot be helped.

However, Bell said that for many runaways Safe Space can help find juveniles a home.

"All people should have a safe home," Bell said. "If not possible they should have a place like that–a safe place to go. We help people find a place like that."



SHAKERITE ARTWORK BY I-HUI GO

Runaway tells story of his life alone

BY SUSAN CONNELLY
Feature Editor

Physically abused at the age of five, sexually abused at nine; living alone on the streets at 14. Now 17, Damion, a resident of Cleveland, knows the hardships of running away from home.

"You can't understand how hard it is if you've never been there," Damion said. "No matter what I tell you, or what people say, nobody but a runaway knows how hard it can be."

Damion said that the decision to give up everything and live on the street is not an easy one. Damion left home three years ago after his father threw a bucket of boiling water on him. Damion took $16, two changes of clothes, a walkman and a can of MACE and ran away.

"I didn't know where to go, but I knew that if I didn't leave I would kill [my father]," Damion said. He would kill me sooner or later."

The first week after he ran away was not that hard, according to Damion. His friends let him sleep at their houses, they gave him food and he was free to do what he wanted. Damion said that as time went on that people became less sympathetic and he began to realize what it was like to be alone.

"I suddenly had no place to sleep, and I hadn't eaten for a few days," Damion said. "That's when I started really living on the street. It was scary as hell."

Damion said that he started sleeping wherever he could. He slept in buildings, open cars, porches, parks or simply on the street.

"All I did was try and live; that's all I could," Damion said. "My life became looking for food, begging for money, and finding a place to sleep. No one would give me a job. What could I do? Answer me, what could I do?"

Three months after he left home, Damion met up with another runaway who was surviving off a gang of kids. He said that some of the kids were runaways, others had homes. At that point, Damion said that if he had not found this group, he would have given up and died of starvation or pneumonia.

"It [the gang house] was a place to sleep and grub, and my life wasn't bad," Damion said. "They did a lot of drugs, and they dealt a lot. I got really into drugs. I had done a lot before, but not like that."

One year after he left home, at the age of fifteen, Damion said that he was a drug addict, living in an old building, searching for money to find more drugs. He had no job, no ambition, and every day he questioned whether he would survive, and wondered whether he wanted to survive.

Damion said that the change came when a friend from home came to visit him. Damion was lying in a corner tripping out, in debt, and starving.

"Looking at him I saw how f—— up my life was," Damion said. "For the first time I cried. I didn't feel stupid; it felt good. My friend brought me to school with him. I got off of drugs. It changed my life."

Damion spent some time with his friend before he returned to the street. Once again he was on the street, but Damion said that his life was not as bad. Now close to 16, he got a job as a bus boy and decided to start earning a living and moving ahead.

"I started reading books," he said laughing. "I started stealing books from book stores, or picking papers out of trash. I knew I wouldn't be President or nothing, but at least I might be O.K."

> “ *You can't understand how hard it is if you've never been there. No matter what I tell you, or what people say, nobody but a runaway knows how hard it can be."*
>
> –DAMION

"I made up my mind to prove my parents wrong," Damion said. "I wasn't going to be nothing like they were. I didn't want them to f— up my life.

Damion is now 17. He is living in a one room apartment in inner city with four other people. He was promoted to waiter at the restaurant, and he works at a fast food restaurant during the mornings. He still cannot read as well as he would like, but he pushes his way through books that he finds. At the current moment, he still has not talked to or seen his family.

"They [my family] never even tried to find me or call the police," Damion said. "I don't feel bad about leaving home, though. I didn't have a choice. I didn't run away for fun or because I had an attitude."

On his own, far removed from his painful life three years ago, Damion wishes to return to school. He hopes that one day he will not have to worry about food or shelter. However, he said that the only way to survive on the street is to take it day by day and to remember where you came from.

"I see kids now who want to run away and I tell them not to," Damion said. "It's harder than you could dream. It makes me so goddamned mad that parents make these kids have no place else to go. Sometimes you've got to runaway. God help those kids."

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New program makes big splash with swimming

BY JEFF EPSTEIN
Staff Reporter

The Shaker swim teams have had great success this season as a result of a training program instituted by head coach Ernest Welsch.

The girls won the LEL with a 9-0 record and are ranked number one in Greater Cleveland. The boys 8-1 record placed them second in the LEL.

The physical part of the program has an emphasis on power training, according to Welsch. This includes both technique work and heavy endurance.

"It's a mixture of endurance and shorter distances," junior Kristin Grant said. "It helps you bring up your endurance so you can finish the race."

The practices also include land work, such as weights, stretch chords and nautilus.

"Some days we swim and then we lift (weights) and some days we swim and then do dry land," junior Pat Melley said.

In addition to physical training there is also a separate motivational part of the program.

"We try to set our goals pretty high," said Melley.

The teams also use techniques to communicate with Welsch.

"We keep journals every day, just saying how we feel," junior Mark VanArsdale said. "It lets the coach know how we feel."

A computer system is used to keep track of how the swimmers are doing.

"It tells you where you're at, where you need to be, and what you need to do to get there," said VanArsdale.

"It has given me a lot of self-discipline," said senior Stacey Boland. "I've learned that if you want something bad enough you have to work hard for it."

> "*It has given me a lot of self discipline. I've learned that if you want something bad enough you have to work hard for it.*"
>
> -STACEY BOLAND

The boys team has a top ten swimmer or team in four events. The 200 medley relay team is seventh in Greater Cleveland. VanArsdale has the ninth best time in the 100 butterfly and tenth in the 200 individual medley. The boys relay team is sixth in the 400 freestyle relay.

The girls squad boasts a member or relay team in each of the 11 events. The 200 medley relay team of junior Jennifer Sullivan, Grant and seniors Fran Gambetti and Stacy Boland have the areas best time.

In the 200 freestyle, Gambetti and senior Stephanie Sexton are placed sixth and ninth respectivley.

Grant posted the best time in Greater Cleveland in the 200 individual medley and sophomore Tara Smith is fifth in the event. Grant also holds the second fasted time in the 100 breaststroke.

Boland and Gambetti hold the third and fourth spots in the 50 freestyle event. Gambetti is also ranked number three in the 100 Butterfly and seventh in the 100 freestyle. Boland is eight and Manning is in ninth in the 100 freestyle.

Manning has the third fastest time in the 500 freestyle. In the 100 backstroke, Sullivan is ranked tenth. The 400 free relay team is the second best in Greater Cleveland.

Girl divers have also performed well. Senior Heather Vergon is the third rated area diver, and junior Meganne Mayhugh is tenth.

Many swimmers attribute part of their success to the new co-ed practices.

"There's much more mutual support," VanArsdale said. "It's like having only one team."

"You're with an identifiable group of friends," Forsberg said.

The district meet begins Feb. 23.

Losing ways improve chances of winning

BY STACY SCHLEIN
Co-Sports Editor

Sports teams devote hours of time to reaching goals and above all winning. In wrestling, however, winning isn't always everything. Sometimes it is just as important to lose.

At the beginning of the season the wrestler has the option to drop extra pounds to compete at a lower weight class if he thinks it will help his performance. To determine if it is safe the wrestlers are tested to find what percentage of their body weight is fat.

"We monitor closely to check the fat percentage and gauge how low a wrestler can drop without it being unhealthy or detrimental," head coach Dave Sedmak said.

Sedmak, a former wrestler, said that he never was forced to lose weight and Shaker wrestlers are not forced to lose either.

"It's my own decision what weight I wrestle at, at least at my level," freshman Jaime Porras said.

Tony Taylor, senior co-captain, had excess body fat from the football season. According to Sedmak, at the beginning of the season he tried to lose the fat too quickly before the Brush Quadrangle and, because of that, he had a problem.

"We had a match on Tuesday and I weighed 184, by Saturday I was at 170," Taylor said. "I was weak, got sick and almost passed out."

As a result, Taylor got pinned in the first match, sat out the second, but was able to come back and win his third match. Taylor is wrestling 171 now.

"This time I dropped slowly," Taylor said. "I feel much better."

The Shaker Wrestling handbook outlines a safe way to lose excess pounds. Basically, it is easiest to lose by eating 1500 calories a day. Most of the calories should come from complex carbohydrates like whole grain foods, pasta, potatoes, fruits and vegetables.

Senior co-captain Parker Adrine had to lose 25 pounds to reach his weight class for this season.

"I had to eat a lot of fruit and starve myself," Adrine said, "I would have no lunch or breakfast and two bowls of Wheaties and some grapefruit for dinner."

Sophomore Peter Nathanson loses weight through daily practice, carbohydrates and workouts at Scandinavia.

"Cutting junk food is the hardest part," said junior standout William Knight.

BIG SLURP
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SHAKERITE ARTWORK BY COLEMAN BURDITT

Some of the team members said that they have heard of wrestlers that practice illegal forms of weight loss such as wearing layers of plastic or sauna suits and taking diet pills.

"Sweating [as the result of sauna suits and plastics] and especially diet pills are not tolerated," Sedmak said. "Diet pills are ridiculous and have no benefit."

Sedmak said that as far as he knows there is no problem with illegal weight loss among Raider grapplers.

Senior Glenn Kohner said he goes to a health club where wrestlers from Cleveland Heights work out. He and the other wrestlers watch one another to verify that none of them are practicing illegal forms of weight loss.

Wrestlers are allowed to wear sweats to practice the day before the match to sweat off one or two pounds of water before the match.

"Certainly health is more important than anything else," Sedmak said.

With the help of strict diets and tough practices the squad has a 10-1 record overall and a 4-1 record in the LEL with their only loss resulting from a close match with Valley Forge. Their next meet is at home Friday against Warrensville.

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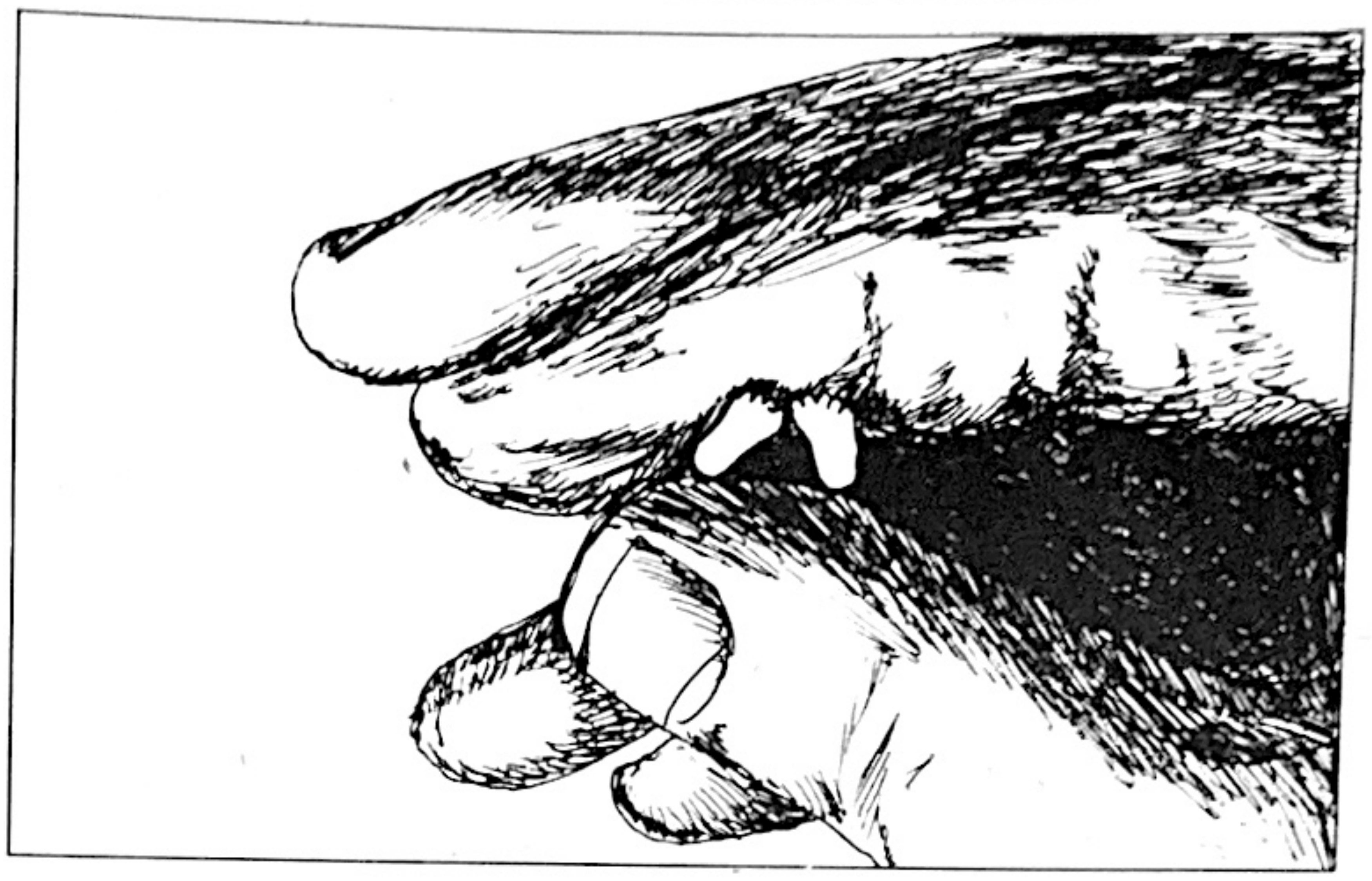

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> *I lift my lamp beside the golden door.*
> Inscription for the Statue of Liberty, New York Harbor

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Cleveland teams break hearts

COMMENTARY

BY ERIK BOLAND
Staff Reporter

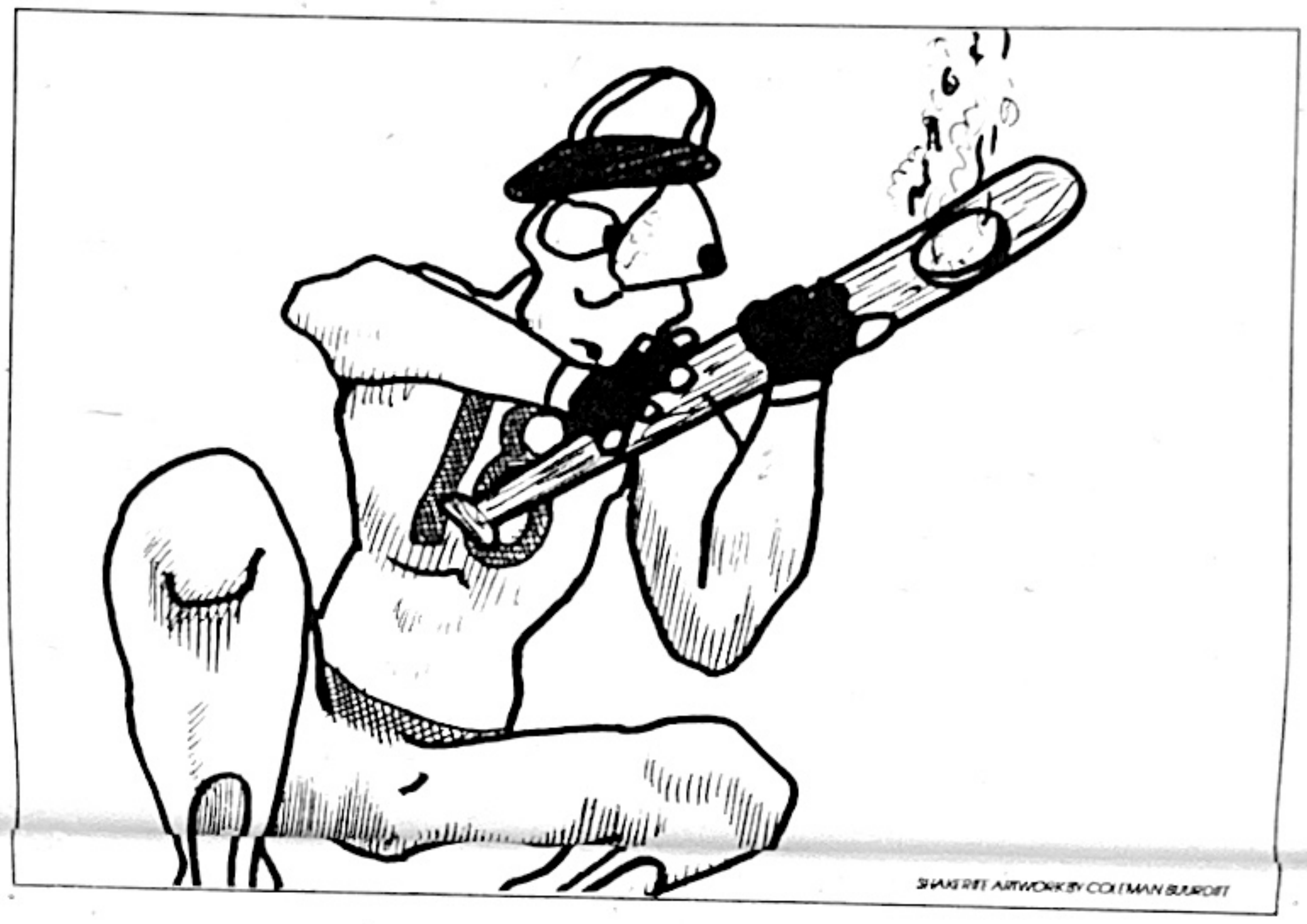
For the three major Cleveland sports teams, the 1980's have been one disaster after another. The Browns have broken our hearts several times, the Cavs have tormented us with poor trades and the Indians have, well, been the Indians. We have also lived through the Force and now the modern day Crrrrunch. Now for a gloomy review of Cleveland sports in the 1980's, I present the worst moments of the decade.

First, the team that has broken our hearts the most, the Cleveland Browns. The worst of the Browns disasters are summed up in three words:

1) The Pass. The worst moment of the 1980's for the Browns happened on a memorable day in January with a windchill reading of 55 below zero at the stadium. The year was 1981, and the Browns had just finished the season with a record of 11-5, gaining home-field advantage throughout the play-offs. The Oakland Raiders were the team's first obstacle. With 14 seconds left and the ball on the Oakland 12 yard line, it happened. Instead of calling in Don Cockroft for a short field goal and victory Sam Rutigliano decided to throw to the end-zone one last time. The play was Red Right 88. Sipe dropped back, looked and threw to the left corner of the endzone waiting to intercept the ball as 80,000 Browns fans watched in horrified silence. Unfortunately, this was not the last time this would happen.

2) The Drive. In 1986 the Browns finished at 12-4. Thousands of optimistic fans dreamed that their team would finally get Superbowl rings. Until the AFC Championships between the Browns and the Denver Broncos at the Cleveland Stadium. With six minutes left in the fourth Bernie Kosar hit Brian Brennan with a 46 yard bomb for a touchdown and it looked like the Browns would play in the Superbowl. Mark Mosely's kickoff return to the two yard line with 5:35 left in the game made chances look even better. However, the combination of a very poor prevent defense and some lucky breaks for Denver led to a 98 yard drive that tied the game at 20-20. The Browns went on to lose on a field goal in overtime. This was not the team's last disasterous meeting with Denver.

3)The Fumble. The next year the Browns used the Drive as a rallying point and it led to a rematch in the AFC Championship with the Broncos. The game started poorly for the Browns as they were down 24-3 at halftime. But they made a comeback and tied the game 31-31 in the fourth. Then the Broncos drove down the field and scored a touchdown with about four minutes left in the game. Now it looked like the Brown's version of the Drive as they marched to the Denver eight yard line, but a hand-off to Ernest Byner destroyed our hopes as he fumbled the ball.


SHAKERITE ARTWORK BY COLMAN BURROFF

Cleveland's next biggest disappointment was the Cavs, who in the early 80s were the worst run organization in the NBA. In 1986 the team took a complete turnaround with the help of Wayne Embry and Lenny Wilkens. Now the worst of the 1980s for the Cleveland Cavs.

1) The Ted Stepien era. Stepien was the Cavs Owner from 1981-1984 and he did just about everything he could to ruin the team. He would trade first-round draft choices for unknown players like Phil Ford. As a result, there was an average of about 3500 fans per game in his tenure in Cleveland . Clearly this was the worst of the 80's for the Cavs and maybe even the whole Cleveland sport scene.

2) The Shot. The Cavs finished the 1988-89 season with 57 wins and home-court advantage for the first two rounds of the play-offs. For the first round the Cavs drew the Chicago Bulls. The Cavs lost in game one, but came back to win game four in Chicago which set up game five at the Coliseum. With six seconds left Michael Jordan's jumper gave Chicago a 99-98 lead. Then Craig Ehlo's driving layup gave the Cavs a 100-99 lead with three seconds left. But, Jordan was not finished. He took an inbound pass to the freethrow line, jumped, double pumped and nailed a 15 foot jump shot at the buzzer to stun 20,000 fans. It was a finish that typified Cleveland sports in the 80's.

The next team is the Indians. Who, have stunk not only for the last 10 years, but for the last 35. It is difficult to pin point specific incidents for such a losing team, but here are a couple.

1) The Joe Carter situation. Yes, he is gone now, the best player the Tribe has had in years. It all goes back to 1987 when the organization would not pay him what he deserved. After that it was clear he did not want to play here anymore. And why should he? The Indians are the worst run organization in the league. It's believable that people do not want to play here because of the stadium. Heck, if they put a winning team on the field, people would flock to the stadium.

2) Hank Peters. Yes, old Hank Peters. After the departure of Joe Klein we thought we would have a general manager who would make good trades, be aggressive and get the players we need. Wrong! Peters has brought us such Hall of Fame players as Oddibe "Young Again" McDowell and the "Bullpen From Hell". Does this guy remind you of Ted Stepien or what?

Some other items. The Force. Cleveland was hungry for a winner and the Force was it. People packed the Coliseum on the weekends for their games. Then owner Bart Wolstein got greedy. He raised ticket prices and people responded by not going to the games. As a result the Force folded in 1987. Now we have the Crunch and an average of about 4,000 fans come to the home games. A real winner! Right?

So it is into the 90s and for us Cleveland fans things do not appear to be getting any better. It does not really matter, after all its only a game. Go Tribe!

Private schools steal talent

THE SPORTS COLUMN

BY BRIAN RESNIK
Co-Sports Editor

Last Wednesday, in a hockey game between University School and our Raiders, the boys from Shaker emerged victorious. Unfortunately for us they were wearing U.S. uniforms.

As a private school, U.S. is able to recruit and even give scholarships to athletes anywhere in the area. For that matter, any private school can recruit. The U.S. team has a goalie, junior Bunk McMahon, who is among the top in the area. He attended Shaker through eighth grade. His brother Nip, a senior, and junior Jon Kaplan were both Shaker students and now they are both contributing greatly to U.S. With the influence of Raider talent, U.S. is atop the Eastern division and one of the top teams in Greater Cleveland.

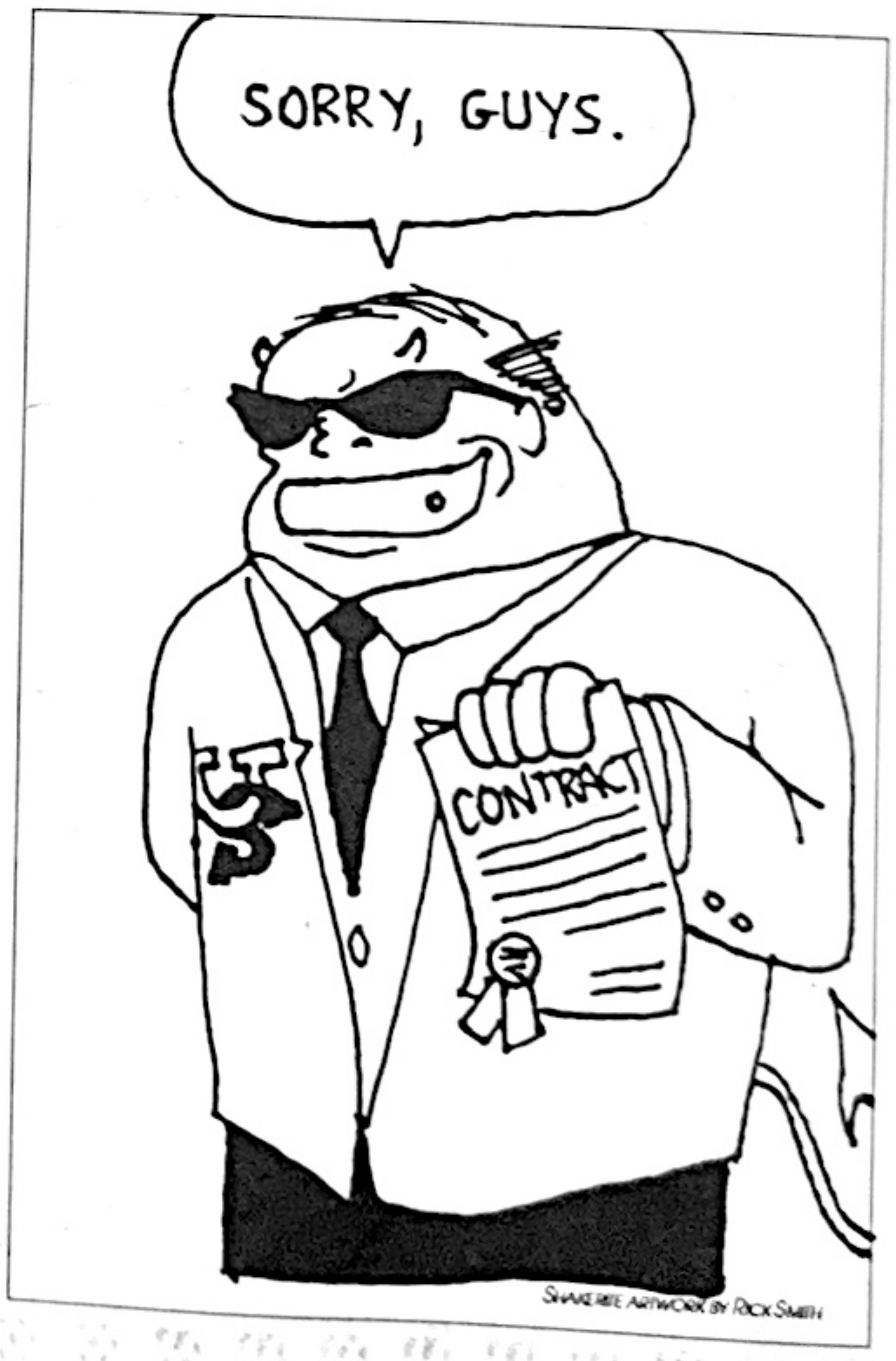
Despite these losses, Shaker did catch three breaks with recruitment. Juniors David Joseph and Jason Kaufman defected from Hawken and U.S. respectively to play tennis here. Joseph is also on the hockey team. Junior Doug Underwood came to Shaker from St. Edwards and is now a standout on the basketball team.

Most schools, however, are not so lucky. Since private schools can take the public school's best athletes, it is only appropriate for them to play in different divisions. For example, a State championship game in football between St. Ignatius of Loyola and Cincinnati Moeller is fine. since both are private parochial schools There should, however, be a separate division for public schools. This way Shaker would not have to compete with such an array of area hockey stars.

Another advantage that private schools have over public schools is that they have well funded athletic facilities. Since the schools are supported by tuition rather than taxes, they have much more money to use for things like tracks and swimming pools that are well beyond our financial realm. Hawken, for example, costs about $8000 to attend. Other private schools are comparable. This extra money funnelled into such things as training facilities, scholarship funds and other athletic activities put public schools at a tremendous disadvantage when it comes to keeping athletes at their schools. Private schools tend to have more incentive for an athlete to go there.Some people attend private schools for prestige or the sheltered atmosphere that they project.

Since private schools will always recruit public school athletes, separate divisions are the only fair way to continue competition between public and private school.

When I see St. Ignatius crowned National Champions by USA Today, and U.S. beating us at hockey with our own residents, I realize how unfair it is for Shaker and other public schools to be compared with such teams.



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Raiders In the Crowd

Kristen Grant

Grant, a junior, has been an important ingredient to the swim team's success for two years. This year her time of 2:14 is tops in Greater Cleveland for the 200 individual medley. She is also a member of the girl's 200 medley relay team which hs the best time in the city.

Peter Nathanson

Nathanson, a sophomore, is the most talented wrestler on the team and is a prime factor in its vast improvement this year. according to coach Dave Sedmak. Nathanson is a five time AAU Grand National Champion. "Sweet Pete", as his teammates call him, wrestles at the 119 weight class.

Malcolm Sims

Sophomore Malcolm Sims has been one of the top players on the Red Raider hoop squad. This year he has been the Plain Dealer player of the week. One of his most memorable performances was his 38 point game against

Photos courtesy of the Gristmill

Boys basketball crowned LEL champs

FLYING HIGH

Following a 75-43 defeat of Normandy last Friday night, the Shaker Basketball team has clinched its third LEL title in as many years.

They Red Raiders improved their league record to 10-0, while going 14-2 overall. With only two league games left, nobody can catch them.

Though not blessed with great size, the team has used other attributes to bring success according to head coach Bob Wonson.

"The two major factors for our success have been the players hardwork as well as their mental toughness," head coach Bob Wonson said.

Acccording to Wonson the team has improved dramatically as far as creating fast breaks from strong defensive play such as blocked shots and steals.

ALREADY ELIMINATED

After racing out to a 7-5 start, the Raider hockey team has fallen below the .500 mark with a 8-11record including three consecutive losses. The skid began when they were upset at home by Rocky River 2-1.

With a 3-8 record in the division, they have already been eliminated.

"We haven't been hyped up like we were at the begining of the year," junior Chris Butler said. "Our hearts haven't been in the games.

This year's addition of freshmen Alex Gordon, Chris Lockrem, and Chris Brown have helped a little.

"We have been helped by the addition of the freshman," junior David Joseph said.

The club is currently in third place in the Red divisions eastern

Its final two games are Friday against St. Ignatius at home and Sunday at St. Joseph.

AROUND THE OVAL

GIRLS ON THE RISE

For the average team, a 4-12 record is less than impressive, and certainly nothing to get excited about.

The girls basketball team at Shaker is not the average team. To them, a .250 winning percentage is a dream season.

"I think that the girls work very hard," head coach Dennis Hogue said. "The kids are very happy about it."

The four wins this year are three more than the girls won the past two years combined. According to many players, the success can be attributed to Hogue, a first year coach.

While they are not going to challenge for the state title, the four victories are a definite improvement. Sectional play starts Feb. 11 until Feb 23.

—COMPILED FROM STAFF REPORTS—

LAYING IT UP. Sophomore
layup during practice.
Photo by Evan Weinstein

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